

# **Elementary VAPA Plan Board Presentation January 30, 2024**



**Dr. Roger Brossmer, Deputy Superintendent**  
**Dr. Wayne Shannon, Assistant Superintendent, Elementary Education**  
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# What is Prop 28?



## **Proposition 28 is the The Arts and Music in Schools Funding Guarantee and Accountability Act.**

- Proposition 28 adds a minimum source for annual funding to enhance arts education programs for pre K through 12th grade students.
- It will lead to greater diversity in the technology, media and entertainment industries as a broader population of students in California public schools find the doors of opportunity open for them with their newfound skills and experiences.

# How Can We Use the Money?

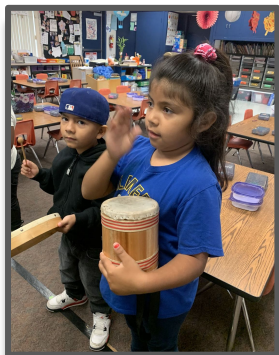


## Per California Department of Education:

The Arts Education Program includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

- LEAs with more than 500 pupils must expend at least 80 percent of the funds to pay for trained personnel to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.

# Current (2023/2024) Elementary VAPA Program



# Elementary Music



The goal of our elementary music program is to guide our students to develop skills that will inspire them to become lifelong learners through creativity and musical expression.

In elementary music, students will learn about the four artistic processes: **performing, responding, creating, and connecting**. **Students will focus on:** singing, movement, playing instruments, improvising, composing, reading and notating music.

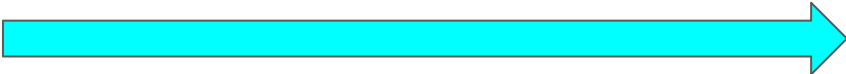
**The goals of the elementary music program are as follows:**

- To align with the current National and California Art Standards for Music
- To clearly communicate what every student should know, understand, and be able to do in music at each grade level
- To provide a foundation and smooth **vertical transition** into secondary music education so students have choice in the music genre they prefer.

# Elementary Music Trajectory



Standard	TK/K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
<b>Rhythmic Sense</b>	<ul style="list-style-type: none"> <li>Explore steady beat and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Continue exploration of steady beat and rhythm and explore basic rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a steady beat</li> <li>Recognize and perform basic rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a steady beat</li> <li>Recognize and perform more complex rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a steady beat individually and as a group</li> <li>Continue to learn to read, write, and perform using more complex rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a steady beat individually and as a group</li> <li>Recognize, describe and perform complex rhythm</li> </ul>
<b>Music Literacy</b>	<ul style="list-style-type: none"> <li>Explore basic elements of music concepts such (high/low, slow/fast, loud/quiet)</li> </ul>	<ul style="list-style-type: none"> <li>Explore the elements of music and recognize using proper terminology</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and describe elements of music using proper terminology</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and describe elements of music using proper terminology (beat, rhythm, melody, harmony, form, expression)</li> </ul>	<ul style="list-style-type: none"> <li>Continue exploration and recognition of the elements of music (beat, rhythm, melody, harmony, form, expression) using proper terminology</li> </ul>	<ul style="list-style-type: none"> <li>Recognize, describe using proper terminology, and perform the elements of music (beat, rhythm, melody, harmony, form, expression)</li> </ul>

Standard	TK/K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Music Expression	<ul style="list-style-type: none"> <li>Learn and perform age-appropriate songs using the voice</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform age-appropriate songs using voice and classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform Pentatonic songs, including rounds using voice and classroom instruments</li> <li>Connect music to everyday life, including personal culture.</li> <li>Explore and learn more about different instrument families and timbres</li> </ul>	<ul style="list-style-type: none"> <li>Learn and perform songs of varying tonalities (Major/Minor) using voice and classroom instruments</li> <li>Explore Improvisation with rhythms/ melodies and perform them on various classroom instruments</li> <li>Recognize and organize various instrument families and timbres</li> </ul>	<ul style="list-style-type: none"> <li>Continue to learn and perform songs of different genres, cultures, and of varying tonalities using voice and classroom instruments</li> <li>Learn more musical techniques by singing, moving, and using classroom instruments.</li> <li>Continue to explore improvisation and creativity by singing, moving, and using classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>Continue to learn and perform songs of different genres, cultures, and of varying tonalities</li> <li>Continue to learn more advanced musical techniques by singing, moving, and using classroom instruments.</li> <li>Continue to explore improvisation and creativity by singing, moving, and using classroom instruments</li> <li>Analyze the aesthetic value of musical decision making; of both the self and others.</li> </ul>
Movement and Dance	<ul style="list-style-type: none"> <li>Interpret musical sounds/songs using creativity</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore music via creative movement</li> </ul>				

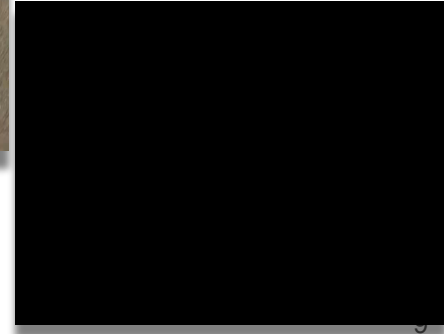
# Elementary Music Trajectory



	TK/K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Instruments by grade level.	<ul style="list-style-type: none"> <li>• Rhythm sticks</li> <li>• Percussion instruments-shakers, cowbells wood blocks, tambourines, tone blocks, triangles, hand drums, castanets</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm sticks</li> <li>• Percussion instruments-shakers, cowbells wood blocks, tambourines, tone blocks, triangles, hand drums, castanets</li> <li>• <b>Boomwhackers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm sticks</li> <li>• Percussion instruments-shakers, cowbells wood blocks, tambourines, tone blocks, triangles, hand drums, castanets</li> <li>• Boomwhackers</li> <li>• <b>Handbells</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm sticks</li> <li>• Percussion instruments-shakers, cowbells wood blocks, tambourines, tone blocks, triangles, hand drums, castanets</li> <li>• Boomwhackers</li> <li>• Handbells</li> <li>• <b>Recorder (Beginner)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm sticks</li> <li>• Percussion instruments-shakers, cowbells wood blocks, tambourines, tone blocks, triangles, hand drums, castanets</li> <li>• Boomwhackers</li> <li>• Handbells</li> <li>• Recorder (Beginner)</li> <li>• <b>Recorder (Intermediate/Advanced)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm sticks</li> <li>• Percussion instruments-shakers, cowbells wood blocks, tambourines, tone blocks, triangles, hand drums, castanets</li> <li>• Boomwhackers</li> <li>• Handbells</li> <li>• Recorder (Beginner)</li> <li>• <b>Recorder (Advanced)</b></li> <li>• <b>Ukulele</b></li> </ul>



# Music Samples



# Draft Music Team Goals for 2024-2025



- Purchase “Performance” instrument class pack for each site
- Implement performances at each site incorporating singing and instruments
- Create a district choir for 5th grade students where they will audition and meet after school ending in a performance
- Expand after school clubs. For example glee, garage band, etc.



# Meet the Masters Visual Arts Program



TK-5 students study 4 diverse art masters. For each artist, lessons are provided for teachers to use to facilitate instruction. During the lessons, students observe and discuss the work and life of an art master, and then create their own art masterpieces. The elements of art as well as the artists' individual styles and contributions to the art world are emphasized, and creativity is highly encouraged.

## **MTM 3 year history:**

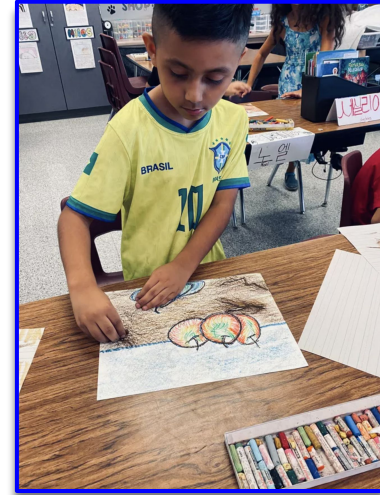
2021-2022: 3 artists (Picasso, O'Keeffe, Warhol)

2022-2023: 4 artists (Chagall, Van Gogh, Wood, Cassatt)

2023-2024: 4 artists (Cezanne, Rousseau, Da Vinci, Rembrandt)

## **2024/2025 Goals include:**

- Expand from 4 to 5 artists
- Expand after school art clubs
- Expand art opportunities integrated across content
- Site Art Showcases





# Meet the Masters Student Samples



**Paul Cezanne**



# Dance/Performing Arts



Movement in dance is currently part of our music program. However, for the 2024-2025 school year, the draft plan is:

- Provide 1st-5th students the opportunity to explore dance through PE. All students would receive a 10-12 week grade level appropriate dance unit during the school year. This would require additional staffing.
- Continue to integrate dance and movement across all TK & K content areas.

# Clubs



- Music (Glee/Choir/GarageBand)
- Art
- Pep & Cheer Squad/Dance
- E-Sports
- Innovators Club (Robotics, coding, etc.)



Plan to expand clubs for the 24/25 school year.

# Potential Partners



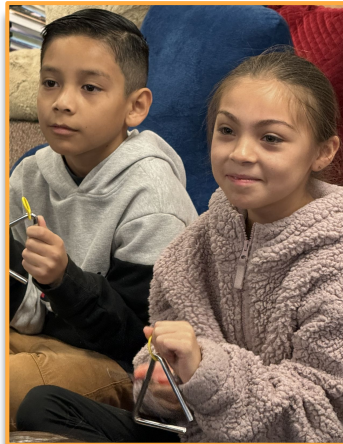
- P.S. Arts
- Meet the Masters
- LA County Arts Education Collective
- Local dance studios



# Next Steps...



- Consider hiring a Leap through Grade 12 VAPA Coordinator
- Principals will resubmit Prop 28 plans
- Start to investigate potential VAPA partners
- Expand VAPA curriculum and opportunities in summer school





**Thank you!**  
**Questions?**