

A DISTRICT ARTS DIAGNOSTIC CHECKLIST

Adapted from

ESSENTIAL ELEMENTS OF A QUALITY VISUAL AND PERFORMING ARTS PROGRAM

Developed by the South Carolina District Arts Coordinators (SCDAC) with support from and in collaboration with the South Carolina Department of Education. The SCDAC is a committee of the South Carolina Alliance for Arts Education.

The South Carolina Department of Education recognizes the importance of the visual and performing arts in the development of all students. The *Diagnostic Checklist* and the complete *Essential Elements* document serve as recommended models for a quality, standards-based arts education program

Endorsed by

South Carolina Department of Education
Arts in Basic Curriculum Project
South Carolina Arts Alliance
South Carolina Alliance for Arts Education
South Carolina Art Education Association

South Carolina Dance Association
South Carolina Dance Education Organization
South Carolina Music Educators Association
South Carolina Theatre Association

PROGRAM

Definitions: **Contemplating** - not currently in the curriculum; **Initiating** – guidelines and work have been done to be included in the curriculum; **Emerging** – program is included in some grade levels and/or schools; **Implementing** – is fully implemented in school or district.

1. An arts program is defined as an instructional program in dance, vocal music, instrumental music, theatre arts, and visual arts in grades 1 through 12.

Dance

contemplating	initiating	emerging	implementing
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Vocal Music

contemplating	initiating	emerging	implementing
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Instrumental Music

contemplating	initiating	emerging	implementing
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Theatre Arts

contemplating	initiating	emerging	implementing
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Visual Art

contemplating	initiating	emerging	implementing
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2. The district has a comprehensive, sequential standards-based visual and performing arts program.

contemplating	initiating	emerging	implementing
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LEADERSHIP

3. An arts coordinator position is established as a district level position.
contemplating initiating emerging implementing
4. The arts coordinator is a certified arts instructor.
contemplating initiating emerging implementing
5. The arts coordinator supervises arts purchasing.
contemplating initiating emerging implementing
6. The arts coordinator is involved in the recruitment, selection and evaluation of arts educators.
contemplating initiating emerging implementing
7. The arts coordinator serves as a liaison between the community, the arts, and the district.
contemplating initiating emerging implementing

PRE-K AND KINDERGARTEN

8. An early childhood arts program is provided for pre-k and kindergarten within their classroom.
contemplating initiating emerging implementing
9. Instruction is provided by the certified pre-k or kindergarten educator in consultation with the certified arts educators.
contemplating initiating emerging implementing
10. Funds for arts education are included within the pre-k/kindergarten budget.
contemplating initiating emerging implementing

ELEMENTARY GRADES 1 THROUGH 5

11. The minimum requirements for all students in grades 1 through 5 includes dance, music, theatre, and visual arts.
contemplating initiating emerging implementing
12. The minimum scheduled time for students in visual and performing arts classes is 40 continuous minutes per week.
contemplating initiating emerging implementing
13. The ratio of visual and performing arts teachers to students is 1 teacher to 500 students.
contemplating initiating emerging implementing

14. The maximum number of classes taught per day for a visual and performing arts teacher is seven.
 contemplating initiating emerging implementing
15. A continuous, uninterrupted planning period equal to a teaching period is included daily.
 contemplating initiating emerging implementing
16. Duties assigned by the principal do not exceed duties assigned to other academic teachers.
 contemplating initiating emerging implementing
17. Travel time and separate lunch time is included as part of the daily schedule for itinerant teachers.
 contemplating initiating emerging implementing
18. Self-contained students are served as a class and not combined with other classes.
 contemplating initiating emerging implementing
19. There is consultation between visual and performing arts teachers and special education teachers to ensure appropriate active participation of students with special needs.
 contemplating initiating emerging implementing
20. Para-professionals assigned to special needs students accompany the students to all arts areas.
 contemplating initiating emerging implementing
21. Visual and performing arts teachers are involved in the IEP process.
 contemplating initiating emerging implementing
22. Students are not withheld from visual and performing arts classes for remediation, pull-out programs, discipline or make-up tests.
 contemplating initiating emerging implementing
23. A minimum of 1% of the per pupil allocations is devoted to each arts discipline based on class enrollment per year for supplies and materials.
 contemplating initiating emerging implementing
24. Performance goals for arts education are included in the district strategic plan and each school renewal plan.
 contemplating initiating emerging implementing

MIDDLE SCHOOL GRADES 6 THROUGH 8

25. The minimum requirements for grades 6 through 8 includes course offerings in dance, vocal music, instrumental music, theatre and visual art.
 contemplating initiating emerging implementing

- 26.** The minimum scheduled time for visual and performing arts is equivalent to other comparable core subjects.
 contemplating initiating emerging implementing
- 27.** A continuous, uninterrupted planning period equal to a teaching period is included daily.
 contemplating initiating emerging implementing
- 28.** Enrollment in music performance classes does not exceed 240 students daily.
 contemplating initiating emerging implementing
- 29.** Enrollment in dance and theatre classes accommodate one hundred square feet for each student.
 contemplating initiating emerging implementing
- 30.** Non-performing arts classes such as visual arts, general music, and arts appreciation do not exceed a 1 to 25 ratio.
 contemplating initiating emerging implementing
- 31.** Visual and performing arts teachers follow the same comparable class schedule as other core teachers.
 contemplating initiating emerging implementing
- 32.** Duties assigned by the principal do not exceed duties assigned to other academic teachers.
 contemplating initiating emerging implementing
- 33.** Para-professionals assigned to special needs students accompany students to all arts classes.
 contemplating initiating emerging implementing
- 34.** Visual and performing arts teachers are consulted to assure appropriate placement of all special needs students in arts classes.
 contemplating initiating emerging implementing
- 35.** Class enrollment is determined by the student's performance level and pre-requisites are honored.
 contemplating initiating emerging implementing
- 36.** Students are not withheld from visual and performing arts classes for remediation, pull-out programs, discipline or make-up tests.
 contemplating initiating emerging implementing
- 37.** A minimum of 1% of the per pupil allocations is devoted to each arts discipline based on class enrollment per year for supplies and materials.
 contemplating initiating emerging implementing

38. Performance goals for arts education are included in the district strategic plan and and each school renewal plan.
contemplating initiating emerging implementing

HIGH SCHOOL GRADES 9 THROUGH 12

39. The minimum requirements for grades 9 through 12 include dance, vocal music, instrumental music, theatre arts, and visual arts. (Both performance and non-performance classes are in all disciplines.)
contemplating initiating emerging implementing
40. The minimum scheduled time for visual and performing arts is equivalent to other comparable core subjects.
contemplating initiating emerging implementing
41. A continuous, uninterrupted planning period equal to a teaching period is included daily.
contemplating initiating emerging implementing
42. Enrollment in music performance classes does not exceed 240 students daily.
contemplating initiating emerging implementing
43. Enrollment in dance and theatre classes accommodate one hundred square feet for each student.
contemplating initiating emerging implementing
44. Non-performing arts classes such as visual arts, general music, and arts appreciation do not exceed a 1 to 25 ratio.
contemplating initiating emerging implementing
45. Visual and performing arts teachers follow the same comparable class schedule as other core teachers.
contemplating initiating emerging implementing
46. Students are not withheld from visual and performing arts classes for remediation, pull-out programs, discipline or make-up tests.
contemplating initiating emerging implementing
47. A minimum of 1.75% of the per pupil allocations is devoted to each arts discipline based on class enrollment per year for supplies and materials.
contemplating initiating emerging implementing
48. Performance goals for arts education are included in the district strategic plan and and each school renewal plan.
contemplating initiating emerging implementing

SCORING

Count the number circled for each of the four identifying words. Total the points to get an overall view of your progress in developing a quality visual and performing arts program.

contemplating = 1 point initiating = 2 points emerging = 3 points implementing = 4 points

0 to 78 points	Contemplating a quality visual and performing arts program.
79 to 130 points	Initiating a quality visual and performing arts program.
131 to 182 points	Emerging a quality visual and performing arts program.
183 to 208 points	Implementing a quality visual and performing arts program.