Sequencing Suggestions for High School Arts Education

Arts Education includes four separate and distinct disciplines: Dance, Music, Theatre Arts, and Visual Arts.

K-12 Sequence

- The *North Carolina Arts Education Essential Standards* communicate what students should know and be able to do as a result of instruction at each high school proficiency level: beginning, intermediate, proficient, and advanced.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Proficient</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Standards are for students with no or limited K-8 progression in the arts education discipline (dance, music, theatre arts, or visual arts).</td>
<td>Standards are for students who have had a complete K-8 progression or who have achieved beginning level standards in the discipline at the high school level.</td>
<td>Standards are for students who have achieved intermediate level standards in the discipline at the high school level.</td>
<td>Standards are for students who have achieved proficient level standards in the discipline at the high school level.</td>
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- Arts Education courses may be used to help meet the electives requirement of the Future Ready Core. Additionally, students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing in studies to prepare them for further education and/or a career in the arts.

Suggested Sequencing (Grades 9-12)

If the student has had a complete K-8 progression or has achieved beginning level standards in dance, music, theatre arts, or visual arts

- Beginning (Entering)
- Introductory/Beginning Coursework in Dance, Music, Theatre Arts, or Visual Arts

If the student has no or limited K-8 progression in the arts discipline (dance, music, theatre arts, or visual arts)

- Intermediate
- Intermediate
- Arts Electives in an Arts Discipline

- Proficient
- Proficient
- Honors Courses

- Advanced
- Advanced

- AP Courses
- IB Courses
Additional Recommendations:

High School Courses in the Arts: Student Profile
- Upon entry to high school level study, it is suggested that each student be assessed via a student profile.
- The profile documents previous arts education and student academic performance in any of the four arts education disciplines at the K-8 levels, as well as any arts studies that the student has completed outside of the school (private lessons, internships, studio classes, etc.).
- This profile should be maintained throughout the high school career, so that each student has a history of his/her education, academic performance, and experiences in the arts.
- Teachers and school counselors may use the student profile to help determine the appropriate placement of students at the high school level. *Those students who have had limited or NO instruction in the arts discipline prior to the high school level will enter at a beginning level of study in any high school coursework.*
- Students may participate in a variety of electives from beginning through advanced levels in each of the arts disciplines.

Concentrations in the Arts
- It is recommended that concentrations in the arts reflect a sequence of courses in an arts discipline to include at least one advanced level course. Courses beyond the intermediate level are considered advanced.
- Standards at the proficient and advanced levels are aligned with the highest achievement standards at the national level and are intended to provide in-depth, rigorous, and challenging study for advanced level students. These would include honors, AP, or IB courses and specialization in any area of study within an arts discipline.
- The completion of the concentration should lead to a culminating project or capstone experience which allows the student to demonstrate advanced skills in the arts discipline and which may also be used as part of a professional portfolio for entrance into institutions of higher education or a career in the arts. Examples of culminating projects include: producing a student-written play; choreographing a dance for a public performance; publishing and conducting a student-written musical composition; or, producing a student exhibition of original art.