REGULAR BOARD MEETING

Via Video/Teleconference
Thursday, April 14, 2022 – 8:00 A.M.

Pursuant to Assembly Bill 361, the April 14, 2022, Regular meeting of the TOArts Board will be conducted via teleconference and/or video conference. Board members will be participating electronically and will not be physically present.

You may participate in the meeting by submitting your comments via electronic comment card. Please submit your written comment by 7:00 a.m. on the day of the meeting and it will be provided to Board members before the meeting and made part of the item’s record of the Board meeting. All comments received after 7:00 a.m. will be given to Board members after the meeting and made part of the item’s record of the Board meeting.

If you would like to speak under Public Comments during this meeting, please click on the Zoom link below. If you have questions about speaking, please call Jonathan Serret at (805) 449-2767 or email JSerret@toaks.org. Persons addressing TOArts are requested to state their name and community of residence for the record.

To join the Zoom Meeting, click on the following link:
https://us06web.zoom.us/j/8490770722?pwd=SjVldXQ2UzNkQUdPY2Q5QkhtdHJldz09
or Call: (408) 638-0968
Meeting ID 849 077 0722 Passcode: toarts

MISSION STATEMENT
TOArts enriches lives and strengthens the fabric of the community through arts education and the presentation and support of visual and performing arts at the Bank of America Performing Arts Center and beyond.

VISION
Where the Arts Thrive for All
AGENDA

1) CALL TO ORDER

2) ROLL CALL: Chair David Mead, Vice-Chair Eloise Cohen, Treasurer Al Lowe, Secretary Janet Scherr, Board Directors John Bradley, Kathy Jeffers-Volk, Leanne Neilson, and Kyle Rohrbach.

3) PUBLIC COMMENTS

4) MINUTES
   a) Approve minutes of regular TOArts Special Board Meeting on March 17, 2022

5) BOARD BUSINESS
   a) COMMITTEES
      i) Arts Education Committee – update
      ii) Authorize Executive Director to execute an agreement with Mindful Strategies to provide Professional Development for elementary school teachers in an amount not to exceed $45,000 for FY2022-23.
   b) ADMINISTRATION
      i) Approve temporary modifications to the Brown Act, from Mar 1, 2022, and extending through April 30, 2022, in accordance with Assembly Bill 361 and Government Code section 54953(e), authorizing remote teleconference meetings of TOArts.
      ii) Appoint board members to Nominating Committee to undertake the process of recruiting 2 additional board members to the TOArts Board of Directors.
      iii) Appoint board members to the Arts Education Endowment Task Force.
   c) FINANCE
      i) Monthly Financial Update
   d) DEVELOPMENT
      i) Development Activities – Update
   e) PROGRAMMING
      i) TOArts Presents ticket sales - Update
      ii) TOArts Presents programming – Update

6) BOARD CALENDAR
   a) Additions or revisions to the calendar
      i) May 12, Gratitude Reception Scherr Forum
      ii) May 17, Producers Club Luncheon, Los Robles Greens

7) OTHER BUSINESS
8) BOARD MEMBER COMMENTS

9) STAFF COMMENTS

10) REVIEW AGENDA FOR NEXT MEETING – Regular board meeting May 12, 2022

11) ADJOURNMENT
Any public documents provided to a majority of TOArts Board Directors regarding any item on this agenda will be made available for public inspection at the Cultural Affairs Department Administration Office located at 2100 Thousand Oaks Blvd., Thousand Oaks, California 91362 during normal business hours. In addition, such writing and documents will be posted on the TOArts website at www.toarts.org. Americans with Disabilities Act (ADA): In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting or other services in conjunction with this meeting, please contact the Cultural Affairs Department at 805-449-2700. Upon request, the agenda and documents in this agenda packet, can be made available in appropriate alternative formats to persons with a disability. Notification at least 48 hours prior to the meeting or time when services are needed will assist City staff in assuring that reasonable arrangements can be made to provide accessibility to the meeting or service.
THOUSAND OAKS ALLIANCE FOR THE ARTS
ANNUAL BOARD MEETING

Thursday, March 17, 2022 – 8:00 A.M.
Thousand Oaks Civic Arts Plaza – Acorn Room
2100 Thousand Oaks Blvd., Thousand Oaks, California

Pursuant to the Assembly Bill 361 and Government Code section 54953(e), the March 17, 2022, meeting of the Thousand Oaks Alliance for the Arts (TOARTS) was conducted telephonically. TOARTS Board Directors were participating telephonically and were not physically present.

MISSION STATEMENT
TOArts enriches lives and strengthens the fabric of the community through arts education and the presentation and support of visual and performing arts at the Bank of America Performing Arts Center and beyond.

VISION
Where the Arts Thrive for All.

ACTION MINUTES

1) CALL TO ORDER: 8:02 AM

2) ROLL CALL: Chair David Mead, Vice-Chair Eloise Cohen, Treasurer Al Lowe, Secretary Janet Scherr, Board Directors John Bradley, Kathy Jeffers-Volk, Leanne Neilson, and Kyle Rohrbach. Staff present: Blanca Gomez, Tracy Friedl, Jonathan Serret, and Niki Richardson

3) PUBLIC COMMENTS - None

4) MINUTES
a) Board reviewed the minutes from the February 5th special Board meeting

   MOTION: Bradley made a motion to approve the minutes of the February 5th special Board meeting, seconded by Lowe; approved 6-0; Neilson absent, Mead abstaining
5) BOARD BUSINESS

a) COMMITTEES
i) Authorize the reallocation of arts education funds from Kids and the Arts to AccessArts.

**MOTION:** Bradley made a motion to reallocate the arts education funds from Kids and the Arts to AccessArts seconded by Rohrbach; approved 6-0, Neilson absent, Mead abstaining.

ii) Approve Arts Education Committee recommendation to fund the grant request from Acacia Elementary School in the amount of $20,000 toward the construction of an outdoor performing arts space on their campus.

**MOTION:** Bradley made a motion to fund the grant request from Acacia Elementary School in the amount of $20,000 toward the construction of an outdoor performing arts space seconded by Lowe; approved 7-0; Neilson absent.

b) ADMINISTRATION
i) Approve temporary modifications to the Brown Act, retroactive from March 1, 2022, and extending through April 30, 2022, in accordance with Assembly Bill 361 and Government Code section 54953(e), authorizing remote teleconference meetings of the Thousand Oaks Alliance for the Arts (TOArts).

**MOTION:** Cohen made a motion to approve temporary modifications to the Brown Act seconded by Lowe; approved 7-0, Neilson absent.

ii) Adopt Strategic Plan – Documents provided by Equity Praxis Group in summary of the discussions from the February 5, 2022 Special Board meeting/Strategic Planning workshop.

**MOTION:** Cohen made a motion to adopt Strategic Plan seconded by Jeffers-Volk; approved 8-0.

iii) Authorize Board Chair and Secretary to execute agreement with American Society of Composers, Authors, and Publishers (ASCAP) for blanket music licensing for TOArts events.

**MOTION:** Cohen made a motion to authorize Board Chair and Secretary to execute ASCAP agreement seconded by Jeffers-Volk; approved 8-0.

c) FINANCE
d) DEVELOPMENT
   i) Authorize Associate Director to solicit an audience development proposal and present to the board for consideration.

   **MOTION**: Neilson made a motion to authorize Associate Director to solicit an audience development proposal for the three resident companies seconded by Scherr; approved 8-0.

   ii) Development Activities – Associate Director provided an update on current activities, membership events, and arts education programs.

e) PROGRAMMING
   i) TOArts Presents programming - Executive Director provided an update on TOArts Presents programs.

6) BOARD CALENDAR
   a) Additions or revisions to the calendar
   b) Strategic planning session

7) OTHER BUSINESS

8) BOARD MEMBER COMMENTS

9) EXECUTIVE DIRECTOR COMMENTS

10) REVIEW AGENDA FOR NEXT MEETING – Regular board meeting April 14, 2022

11) ADJOURNMENT - The meeting was adjourned at 9:25 am.

Any public documents provided to a majority of TOArts Board Directors regarding any item on this agenda will be made available for public inspection at the Cultural Affairs Department Administration Office located at 2100 Thousand Oaks Blvd., Thousand Oaks, California 91362 during normal business hours. In addition, such writing and documents will be posted on the TOArts website at www.toarts.org. Americans with Disabilities Act (ADA): In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting or other services in conjunction with this meeting, please contact the Cultural Affairs Department at 805-449-2700. Upon request, the agenda and documents in this agenda packet, can be made available in appropriate alternative formats to persons with a disability. Notification at least 48 hours prior to the meeting or time when services are needed will assist City staff in assuring those reasonable arrangements can be made to provide accessibility to the meeting or service.
To: TOArts Board of Directors

From: TOArts Staff

Date: March 17, 2022

Subject: Elementary Teachers Professional Development in Theatre at BAPAC

BACKGROUND

In discussions with CVUSD and the Strategic Arts Consultant it has become evidently clear that there is a strong need and support for arts education from the parents and teachers. However, time and knowledge could be reasons that prevents an elementary classroom teacher from implementing arts in curriculum.

California has adopted new arts standards for public schools (California Arts Standards - Content Standards (CA Dept of Education) but the interpretation of these standards is left to individual districts.

According to the Kennedy Center, arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meetings evolving objectives in both.

The California Department of Education (CDE) states that an artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

The CDE further asserts, a standards-based arts education helps children and youth make sense of the world, communicate their unique ideas, and discover who they are. Students who experience a quality arts education, one that seeks to honor the aesthetic and enduring over the efficient, have an opportunity to engage in complex and nuanced thinking around meaningful work. Through a standards-based arts program, students develop the ability to investigate the world, weigh perspectives, communicate ideas, and take action, skills that are highly valued in today’s creative and team-based workforce and essential for fulfilment in school and in life. Because a sequential arts education, provided as core subject matter, is essential for every California student from the earliest years through high school graduation and beyond, the California Education Code requires courses of study in the arts to be offered to all California students.

TOArts AccessArts is a great start to support arts in the classroom. This addresses the issue of funding, but not the issue of the skill of an elementary school teacher to successfully implement arts education or arts integration into curriculum. We can and must do more.
DISCUSSION/ANALYSIS

As a result of the ongoing Strategic Arts Education Plan for Conejo Valley Unified School District, it has become apparent that there is a vital need for elementary classroom educators to bring arts integration strategies into the core curriculum. Research shows that students are more engaged in the classroom when the arts are intertwined with core instruction and that a foundation in theatre arts prepares students for success in literacy, oral presentation and comprehension of increasingly complex texts.

We propose to contract the Teaching Artists of Mindful Strategies to work as coaches to provide professional learning for arts integration for elementary teachers in our community (no more than 200) for the academic year 2022-23.

Over the course of the year, the Mindful Strategies Teaching Artists will:
1. Provide direct instruction/professional development utilizing theatre strategies to empower classroom teachers to bring theatre into English Language Arts, History/Social Studies and more, on location at BAPAC.
2. Provide coaching to designated local teaching artists to build their capacity to continue this program independently after the launch year at BAPAC or via zoom.
3. To nurture grade level cohorts across the County through team building theatre exercises to create a collaborative, sustainable effort.
4. To support and encourage the collection and/or development of arts integrated curriculum and resources to share across the district.

The proposal seeks to start with theatre as an accessible performing arts form and based on interest it could be expanded to the other core arts standards (one in each year) in future years.

Apart from providing a valuable continuing education resource to teachers, it would also support local artists who would be trained to be teaching artists.

RECOMMENDATION

Authorize Executive Director to contract with Mindful Strategies to provide Professional Development in Theatre for elementary school teachers for the 2022-23 fiscal year with a budget not to exceed $25,000.

Authorize the expenditure to book the Scherr Forum and host the Professional Development in Theatre for elementary teachers for 3 days during the 2022-23 fiscal year with a budget not to exceed $20,000.

PREPARED BY: Niki Richardson, Associate Director
Attachments: Proposal by Mindful Strategies
2019 CA Art Standards Overview
First couple of pages of the CA Arts Standards for Theatre for PK-5th grade
March 7, 2022

Niki Richardson
Associate Director
TO Arts
Niki@toarts.org

Dear Niki:

Thank you for your request for a proposal from me, Peggy Burt, and my consulting group, Mindful Strategies, to provide services for Professional Development in Theatre for TO Arts that would support the educators of Conejo Valley USD.

**Background:**
Peggy Burt has been a leading Arts Education Consultant in the state of California for over 20 years. Working as facilitator/coach she works with CCSESA, (California County Superintendents Educational Services Assn.), the California Alliance for Arts Education/CREATE CA, the Los Angeles County Department of Arts & Culture and the Los Angeles County Office of Education. In addition, she has her own consulting firm, Mindful Strategies, to provide strategic planning and professional development throughout the state.

**The Project:**

*Expanding Social Emotional Learning & Literacy through Theatre Arts:*

*Professional Learning for TK-6th grade educators through TO Arts*

As a result of the ongoing Strategic Arts Education Plan for Conejo Valley Unified School District, it has become apparent that there is a vital need for classroom educators to bring arts integration strategies into the core curriculum. Research shows that students are more engaged in the classroom when the arts are intertwined with core instruction and that a foundation in theatre arts prepares students for success in literacy, oral presentation and comprehension of increasingly complex texts.
Our proposal is for the Teaching Artists of Mindful Strategies to work as coaches to provide professional learning for selected teachers from the Conejo Valley Unified School District (number of cohort teachers to be determined) for the academic year 2022-23.

Over the course of the year, the Mindful Strategies Teaching Artists will:

1. Provide direct instruction/professional development utilizing theatre strategies to empower classroom teachers to bring theatre into English Language Arts, History/Social Studies and more, on location at TO Arts.
2. Provide coaching to designated local teaching artists to build their capacity to continue this program independently after the launch year at TO Arts or via zoom.
3. To nurture grade level cohorts across the district through team building theatre exercises to create a collaborative, sustainable effort.
4. To support and encourage the collection and/or development of arts integrated curriculum and resources to share across the district.

The program will be coordinated with Niki Richardson, Associate Director, TO Arts and Brian Peter, VAPA Coordinator of CVUSD so that the teachers are aware of the opportunity and encouraged to attend and participate. Ongoing communication will serve to refine the program and better understand the teachers’ needs.

We believe this represents a true partnership with TO Arts and the Conejo Valley Unified School District. We are proposing to start with theatre as an accessible performing arts form, but if there is interest, we could offer dance in the next year.

The model is based on the work that Peggy Burt has been involved with in Los Angeles County called TEAL (Technology Enhanced Arts Learning) and TELA (Teaching English Learners through the Arts). These programs offer self-paced online learning modules, in coordination with live, in-person professional development. The model is so successful that it is being piloted in select areas outside of LA County.

In addition, there may be other arts integrated curriculum resources available to support educators. Brian Peter is considering acquiring a set of digital curricular resources through the Institute for Arts Integration & STEAM (currently under consideration).
Mindful Strategies Team

Peggy Burt

Peggy Burt: Arts Education Consultant, Lead Teaching Artist, B.F.A., M.A. Peggy has taught dance and theatre to Elementary, Middle and High School students and led professional development in arts and arts integration for educators and administrators all over California for the past 20 years. Peggy currently coaches the teaching artists of the Lineage Performing Arts Center in Pasadena. This year, arts integration series have been provided for educators in San Benito County, Imperial County, Mono County and the Salinas City Elementary Schools.

Kellen Law

Kellen Law is an actor, singer, dancer and teaching artist. A Pasadena native, she holds a B.F.A. in Acting from Syracuse University and an M.A. in Educational Theater from New York University. Through her work as a performer and arts educator, Kellen has collaborated with organizations around the country including the New York Theatre Workshop, Syracuse Stage, Seattle Children’s Theatre, and the Pasadena Playhouse. She loves creating and seeing others discover and embrace their own creative abilities.

Hector Marquez

Hector Marquez started teaching elementary school for several years in traditional and dual immersion settings before commencing work in curriculum development and professional learning. Mr. Marquez specializes in arts integration design and implementation. In 2018, he also co-founded an arts focused non-profit called Pulse Arts, Inc.
# Proposal: Professional Development in Theatre for TO Arts

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tr>
<td><strong>Preparation:</strong> Leadership Meetings to design the process, select and invite educators/administrators and prepare for professional learning.</td>
<td>$4,000</td>
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<tr>
<td><strong>Expanding Social Emotional Learning &amp; Literacy through Theatre Arts:</strong> Professional Learning for TK-6th grade educators through TO Arts</td>
<td>$12,000</td>
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<td><strong>Professional Development Sessions for Educators</strong></td>
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<td>In person. 3 half days or 6 hours days (tbd) Suggested: Sept/Nov/Feb</td>
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<tr>
<td>Includes: Professional Development for classroom teachers and local teaching artists with full Mindful Strategies team. Design, facilitate, document and debrief.</td>
<td></td>
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<tr>
<td><strong>Ongoing coaching</strong> with local teaching artists between PD sessions to build their capacity with Peggy Burt</td>
<td>$2,000</td>
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<tr>
<td><strong>Follow-through and Completion:</strong></td>
<td>$2,000</td>
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<tr>
<td>Coaching for selecting, collecting, writing and/or editing arts integrated curriculum and resources.</td>
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<tr>
<td><strong>TOTAL Cost of Service</strong></td>
<td>$20,000</td>
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*Terms: 50% due upon contract approval, 50% at completion.*
Payment to Mindful Strategies, Inc.

Please let me know what questions you have. I look forward to partnering with you in this transformative work!

Respectfully submitted,

Peggy Burt  
Executive Director  
Mindful Strategies, Inc.
The California Arts Standards


Dance

In dance students develop knowledge, skills, and values that allow for fluency and deep understanding. They discover the expressive elements of dance; know dance-based theory, terminology, and symbolic language used to comprehend dance; have a clear sense of embodying dance; and are able to reflect, critique, and connect personal experience to dance and the dance community.

Media Arts

In media arts students focus on real world relevance and applications in diverse forms and categories such as photography, imaging, sound, animation, video, web design, graphic design, virtual design, and interactive design, as well as their combinations and emerging forms. Media Arts learning emphasizes process, so that the standards will remain relevant even as technology evolves.

Music

In music students discover music's expressive elements, including basic concepts and terminology used to comprehend music. They develop skills necessary to produce music, and are able to reflect, critique, and connect personal experience to music. The standards describe expectations for learning in music regardless of style or genre and impart the breadth and depth of the music experience through the art-making processes.

Theatre

In theatre students explore a wide range of real and imagined issues through drama processes and engagement in unscripted activities. Students learn the broader and more traditional conventions of the craft that have been developed over the centuries through theatre production—scripted plays, acting, public performance, and technical theatre elements.

Visual Arts

In visual arts students engage in authentic creative processes to develop technical artistic skills through contemporary and traditional practices using traditional and non-traditional materials. They discover the expressive qualities of art and are able to reflect, critique, and connect personal experience to art.

What is essential for educators to know?

Creativity and appreciation for the arts are critical for all students to develop as part of their comprehensive educational experience, beginning in the earliest years of schooling. Arts Standards are designed to support students to develop as artists and as individuals and provide educators with guidance to achieve a state-wide goal: for all California students to fully participate in a rich and well-rounded arts education. They articulate what students need to know and be able to do in dance, media arts, music, theatre, and visual arts through the process of making and experiencing each of these arts forms.

The central purposes of the Arts Standards are to foster students' artistic competencies; cultivate their curiosity about and appreciation for, and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to personal, academic, and professional endeavors; and support them to engage in the arts throughout their lives. The Arts Standards connect to other content standards through a common emphasis on inquiry and high expectations for all students.

A standards-based arts education helps children and youth make sense of the world, communicate their unique ideas, and discover who they are. Students who experience a quality arts education, one that seeks to honor the aesthetic and enduring over the efficient, have an opportunity to engage in complex and nuanced thinking around meaningful work. For many, an arts education is only the beginning of a lifelong love of the arts and an enduring sensitivity to the way the arts enrich lives. Through a standards-based arts program, students develop the ability to investigate the world, weigh perspectives, communicate ideas, and take action, skills that are highly valued in today's creative and team-based workforce and essential for fulfillment in school and in life.

INCLUSIVE, AFFIRMING, AND EQUITABLE Arts Education

California maintains a strong commitment to ensuring that each student experiences safe, welcoming, enriching, intellectually stimulating, and asset-oriented educational experiences in all disciplines, including the arts. Arts Standards reflect the diversity of California's children and youth, and this diversity provides opportunities for teachers to enrich the arts education experience for all students. Students' ethnic, cultural, linguistic, experiential and other assets are to be acknowledged, validated, and valued in the arts classroom as rich foundations for arts learning. Students should encounter, discuss, and create art representing a vast array of cultures, languages, and identities as a means to better understand a wide range of experiences and perspectives and to develop global competence.

An inclusive, affirming, and culturally sustaining arts education is based on an assets orientation, rather than on perceptions of deficiencies, and prioritizes the following actions:

- Leverage the arts as opportunities to promote self-awareness, respect, self-respect, and empathy, as well as multicultural ways of knowing.
- Include instruction on diversity in the arts and use cultural knowledge to support young people's critical thinking and creative innovation.
- Incorporate the cultural assets students bring to the classroom, and adopt culturally and linguistically responsive/relevant/sustaining arts education and curricula that cultivate positive identity development and ownership of learning.
- Prioritize student voice, interests, and inquiry.
- Build collaboration among classroom teachers, arts specialists, teaching artists, families, and communities.
- Strengthen communication between home and school, increase family involvement, and empower families by creating a welcoming and inclusive school environment for all families.

Source: California Arts Standards (2019)
A Vision of Artistic Literacy

Arts Standards are grounded in a vision of artistic literacy—the knowledge and understanding required to participate authentically in the arts—which is explained in the philosophical foundations and lifelong goals below. Fluency in the languages of the arts means the ability to create; perform, produce, or present; respond; and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

Philosophical Foundations and Lifelong Goals

**THE ARTS AS COMMUNICATION**
In today’s multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).

**THE ARTS AS CREATIVE PERSONAL REALIZATION**
Participation in each of the arts as creators, performers, and audience members (responders) enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.

**THE ARTS AS CULTURE, HISTORY, AND CONNECTORS**
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals’ own and others’ cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.

**THE ARTS AS MEANS TO WELLBEING**
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.

**THE ARTS AS COMMUNITY ENGAGEMENT**
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that brings communities together.

**THE ARTS AS PROFESSION**
Professional artists weave the cultural and aesthetic fabric of communities and cultivate beauty, enjoyment, curiosity, awareness, activism, and personal, and cultural connection and reflection. This fabric strengthens communities as a whole, enhances the lives of individuals, and inspires the global community.

**Lifelong Goals**
Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and are able to respond by analyzing and interpreting the artistic communications of others.

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

Artistically literate citizens appreciate the value of supporting the arts as a profession by engaging with the arts and by supporting the funding of the arts. Some artistically literate individuals will pursue a career in the arts, thereby enriching local, state, national, and global communities and economies.

**ARTISTIC PROCESSES COMMON TO ALL DISCIPLINES**

**Creating**
Conceiving and developing new artistic ideas and work.

**Performing** (dance, music, theatre)
Realizing artistic ideas and work through interpretation and presentation.

**Presenting** (visual arts)
Interpreting and sharing artistic work.

**Producing** (media arts)
Realizing and presenting artistic ideas and work.

**Responding**
Understanding and evaluating how the arts convey meaning.

**Connecting**
Relating artistic ideas and work with personal meaning and external context.

IN EACH ARTS DISCIPLINE STUDENTS WILL...

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.

Endnotes
2. Adapted from the NCAS Standards Conceptual Framework, p. 10.
The theatre standards are designed to enable students to achieve literacy in theatre. These grade-by-grade standards articulate the most fundamental elements of theatre, delineating a path by which every student can and will achieve proficiency or beyond in this ancient and honorable craft.

**What Is Literacy in Theatre?**

Developing literacy in theatre means discovering the expressive elements of theatre, knowing the terminology that is used to comprehend theatre, having a clear sense of what theatre embodies, and being able to reflect, critique, and connect personal experience to theatre.

The theatre standards are written with both drama processes and theatre production in mind. While many secondary theatre programs focus on performance and design in staged productions as evidence of a student’s understanding and achievement in the art, ongoing student engagement in theatre without an end product is a valid expression of theatre understanding. These standards address those drama processes as well as traditional theatre. Drama processes encompass envisioned worlds and unscripted activities designed to engage students in a wide range of real and imagined issues; theatre includes the broader and more traditional conventions of the craft developed over the centuries—scripted plays, acting, public performance, and technical theatre elements.

To address both process and product in theatre, the third grade through high school standards of Proficient, Advanced, and Accomplished often include the term “drama/theatre” to clarify the distinct yet companion parts of theatre education. The pre-K through second grade standards, acknowledging the early childhood need for supervision and unfettered play, use the phrases “dramatic play” or a “guided drama experience.”

“"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.”

—Thorton Wilder (1897–1975), Pulitzer Prize winning American playwright and novelist
The four artistic processes addressed separately in the theatre standards (creating, performing, responding, and connecting) are envisioned to occur simultaneously in the actual practice of theatre. The theatre student makes a character, scene, or story—real or imagined—come alive (creating), shares it with others (performing), analyzes and evaluates the product (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, aspects of multiple standards can be combined within a learning activity: students can learn a skill, apply it to a scene, make creative decisions while in rehearsal, think critically about their ideas, and relate their ideas to other experiences, contexts, and meanings.
Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

**PROCESS COMPONENT**
Envision/Conceptualize

**ENDURING UNDERSTANDING**
Theatre artists rely on intuition, curiosity, culture, and critical inquiry.

**ESSENTIAL QUESTION**
What happens when theatre artists use their culture, imaginations, and/or learned theatre skills while engaging in creative exploration and inquiry?

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<th>PK.TH:Cr1</th>
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<th>1.TH:Cr1</th>
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<th>3.TH:Cr1</th>
<th>4.TH:Cr1</th>
<th>5.TH:Cr1</th>
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<tr>
<td>a. With prompting and supports, transition between imagination and reality in dramatic play or a guided drama experience.</td>
<td>a. With prompting and supports, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience.</td>
<td>a. Propose potential choices characters could make in a guided drama experience.</td>
<td>a. Propose potential new details to plot and story in a guided drama experience.</td>
<td>a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.</td>
<td>a. Articulate the visual details of imagined worlds and improvised stories that support the given circumstances in a drama/theatre work.</td>
<td>a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.</td>
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<tr>
<td>b. n/a</td>
<td>b. n/a</td>
<td>b. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences.</td>
<td>b. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences.</td>
<td>b. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.</td>
<td>b. Imagine how a character might move and speak to support the story and given circumstances in a drama/theatre work.</td>
<td>b. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.</td>
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<td>c. With prompting and supports, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.</td>
<td>c. With prompting and supports, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience.</td>
<td>c. Collaborate with peers to conceptualize costumes and props in a guided drama experience.</td>
<td>c. Collaborate with peers to conceptualize scenery in a guided drama experience.</td>
<td>c. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.</td>
<td>c. Visualize and design technical theatre elements that support the story and given circumstances in a drama/theatre work.</td>
<td>c. Propose design ideas that support the story and given circumstances in a drama/theatre work.</td>
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</table>
APRIL 2022

Board Meeting
Thursday, April 14, 2022 – 8:00 am; Acorn Room

Ask Event
TBD

MAY 2022

Board Meeting
Thursday, May 12, 2022 – 8:00 am; Acorn Room

Gratitude Reception
Thursday, May 12, 2022 – 5:30pm; Scherr Forum

Ask Event
TBD

JUNE 2022

Board Meeting
Thursday, June 9, 2022 – 8:00 am; Acorn Room

JULY 2022

Board Meeting
Thursday, July 7, 2022 – 8:00 am; Acorn Room

AUGUST 2022

Board Meeting
Thursday, August 11, 2022 – 8:00 am; Acorn Room

SEPTEMBER 2022

Board Meeting
Thursday, September 8, 2022 – 8:00am; Acorn Room

OCTOBER 2022
Board Meeting
Thursday, October 13, 2022 – 8:00am; Acorn Room

NOVEMBER 2022

Board Meeting
Thursday, November 10, 2022 – 8:00am; Acorn Room

DECEMBER 2022

Board Meeting
Thursday, December 8, 2022 – 8:00am; Acorn Room

JANUARY 2023

Board Meeting
Thursday, January 12, 2023 – 8:00am; Acorn Room

FEBRUARY 2023

Board Retreat
Saturday, February 4, 2023 – Venue TBD

Board Meeting
Thursday, February 9, 2023 – 8:00am; Acorn Room

MARCH 2023

Board Meeting
Thursday, March 9, 2023 – 8:00am; Acorn Room

FUTURE PROJECTS
Board meets with City consultant regarding TOCAP campus recommendations.
Approve 3-year strategic plan