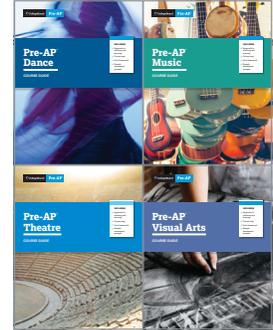




Pre-AP Arts and Massachusetts Curriculum Framework for Arts: Alignment Summary

Pre-AP courses focus deeply on a limited number of concepts and skills with the broadest relevance for high school coursework and college and career success. The course framework serves as the foundation of the course and defines these prioritized concepts and skills.

When teaching a Pre-AP course, teachers have purposeful time and space to bring their own voice and lessons into each unit to best meet the needs of their students and address the full range of state standards. This alignment summary demonstrates the deep connections between the Pre-AP Arts Framework and the Massachusetts Curriculum Framework for Arts at the high school proficient level for Dance, Solo and Ensembles, Theatre, and Visual Arts to support teachers and schools in their planning. Along with the corresponding standards crosswalk, teachers and schools can use this alignment summary when planning and preparing to implement Pre-AP Dance, Music, Theatre, or Visual Arts courses.



Alignment at a Glance

Discipline Highlights

- ✓ Overall, the alignment between the Pre-AP Arts Framework and the Massachusetts Curriculum Framework for Arts is very strong.
- ✓ Across the four disciplines of Dance, Music, Theatre, and Visual Arts, all content standards in the Creating and Presenting clusters are addressed in full by the Pre-AP Arts Framework.
- ✓ All content standards in the Responding cluster for the four disciplines are addressed in full or in part by the Pre-AP Arts Framework.
- ✓ Both the Massachusetts Curriculum Framework for Arts and the Pre-AP Arts Framework were developed with the National Core Arts Standards as a primary resource, which further supports the strong alignment.
- ✓ The specificity of the content standards in the Connecting cluster results in less explicit alignments to the broader nature of the learning objectives in the Pre-AP Arts Framework.



= **Very strong alignment**



= **Partial alignment**

Alignment between the Pre-AP Arts Framework and the Massachusetts Curriculum Framework for Arts is described as *very strong* or *partial*. A *very strong* alignment is one in which the majority of standards are addressed by the mapped Pre-AP essential knowledge statements (EKs). A *partial* alignment is one in which the standards are partially addressed by the corresponding Pre-AP EKs. Partial alignment can occur when one framework includes greater specificity or extends beyond the scope of the other framework. Given the focused nature of the Pre-AP course framework, some partial alignments are to be expected.

Alignment at a Glance: Very Strong

MA CF for Arts: Dance



- Creating
- Performing
- Responding

MA CF for Arts: Theatre



- Creating
- Performing
- Responding

MA CF for Arts: Music



- Creating
- Performing
- Responding

MA CF for Arts: Visual Arts



- Creating
- Presenting
- Responding

Summary

The Pre-AP Arts Framework is organized according to five big ideas: observe and interpret, practice and experiment, research and make, reflect and evaluate, and revise and share. This process-oriented focus relates naturally and deeply to the process-focused clusters of the Massachusetts framework. These documents reinforce one another, as they have shared goals for students to engage in a full range of artistic processes and practices.

Beyond alignments to the framework, it is also important for educators to turn to the Pre-AP shared principles and Pre-AP Arts areas of focus, which represent the Pre-AP approach to teaching and learning and address skill development and disciplinary practices that cannot be easily captured within a standards crosswalk. **In summary, there are ample opportunities for teachers to address the Massachusetts Curriculum Framework for Arts with confidence throughout these courses.**



Learn more about Pre-AP Arts at preap.org.