

Date of Hearing: June 12, 2024

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
SB 1341 (Allen) – As Amended April 2, 2024

SENATE VOTE: 37-0

SUBJECT: Pupil instruction: course of study: visual and performing arts: media arts

SUMMARY: Includes media arts in the course of study in the subject of visual and performing arts (VAPA) for kindergarten through 12th grade. Specifically, **this bill:**

- 1) Adds media arts to the course of study for grades 1 through 6, and the course of study for grades 7 through 12, grade in the subject of VAPA.

EXISTING LAW:

- 1) Establishes the course of study for grades kindergarten through 12th grade in the subject of VAPA, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression. (Education Code (EC) 51210, 51220)
- 2) Requires the Superintendent of Public Instruction (SPI), in consultation with the Instructional Quality Commission (IQC), to recommend to the State Board of Education (SBE) revisions to the VAPA content standards in the subjects of dance, theater, music, visual arts, and media arts. (EC 60605.13)
- 3) Provides additional funding from state General Fund for arts and music education in all K–12 public schools, including media arts. (EC 8820 et seq.)

FISCAL EFFECT: According to the Senate Appropriations Committee:

- The California Department of Education (CDE) indicates that if all local educational agencies (LEAs) that currently offer media arts courses adopted new materials, it would cost approximately \$2.3 million based on a per student cost of \$80.00. However, the bill's cost is likely to be higher since LEAs would need to create and offer media arts courses, which in turn would require standards-aligned instructional resources. (Proposition 98 General Fund)
- The CDE indicates that the bill's expansion to include media arts could result in additional, unknown costs for LEAs to hire additional full-time employees to handle increased course offerings and adopt new materials and instructional resources.

COMMENTS:

Need for the bill. According to the author, “Media Arts is a versatile and inclusive discipline that helps California’s diverse learners enhance their enrichment and development by harnessing and exploring the technology of today. While media arts has existed in California schools for decades, it was not until the passage of AB 37 (O’Donnell, 2017) that the California Department

of Education, the Instructional Quality Commission, and the State Board of Education were tasked with developing a formal framework that was inclusive of media arts as specific arts discipline. In 2022, the people of California created another tool to help further arts education by passing Proposition 28, a landmark measure that secured additional funding for arts education programs, including those for media arts. As the tools made available to our teachers and education providers evolve to provide a more holistic arts education experience for students across our state, our Education Code must reflect the important progress that our state has made. SB 1341 achieves this goal simply yet directly by adding “media arts” alongside the other arts subject areas in California Education Code.”

What is media arts education? According to the California Arts Education Framework, “the media arts discipline is defined as technology-based creative production and design. The media arts standards convey competencies for artistic literacy in media arts. Media arts is a discrete art discipline for all students as they develop the capacities they need to thrive in the modern, digitally-centered environment. As technology continually evolves, the creative tools of media arts have become increasingly powerful, versatile, and easier to use. The primary categories in media arts include imaging, sound, animation, video, interface design, virtual design, and interactive design. The various forms of media arts include photography, video, filmmaking, graphic design, motion graphics, visual effects, stop-motion, sound production, web design, game design, creative code, app design, 3D design, holography, transmedia, and others, as well as their combinations; there are also new, emerging forms, such as virtual, augmented, and mixed reality.”

In 2014 the National Coalition for Core Arts Standards produced the National Core Arts Standards (NCAS). The Coalition membership included eight organizations representing the breadth of arts education, including representatives of state agencies. The standards cover five areas of arts instruction (dance, visual arts, theater, music, and media arts), with four “process” categories common to all arts instruction: creating, performing/presenting/producing, responding, and connecting. For each of these processes there are several “anchor standards” (eleven in total) that cut across the different forms of the arts.

In recognition that media arts education is a specialized field of instruction which requires distinct standards, the 2014 NCAS, produced by art education experts and practitioners, includes media arts standards as a distinct subject. The document notes that “media arts standards do not dictate what or how to teach, but define age-appropriate outcomes for students, towards the achievement of Enduring Understanding and Artistic Literacy.”

Media Arts in the California Arts Education Framework. According to the Senate Education Committee, the California Arts Education Framework for Public Schools, adopted by the SBE in 2020, includes the following mentions of media arts:

Grade Level Band TK–2: At this developmental level, students can be expected to document or record activities; combine content into multimedia works (e.g., images with narration and/or music); identify and use media arts tools, follow steps in a process, and complete media arts tasks; discuss media arts presentations, experiences, and messages; discern the components (image, sound, motion, screen, story) of media artworks; and discuss media artworks in everyday life. In the very early grade levels, educators can guide and support students beginning to access digital tools and exploring the technical processes of media arts.

Grade Level Band 3–5: In third through fifth grade, teachers may expect students to have had more experiences with media arts including exposure to social media, movies, animations, and virtual and interactive apps.

Grade Level Band 6–8: In the middle school years, teachers of media arts organize standards-based instruction to support students in developing greater sophistication and depth of knowledge in the entire process of media arts production and design. Sixth- through eighth-grade media arts standards require students of media arts understand including, but not limited to the following:

- Integrate multiple contents and forms into unified productions that convey specific themes or ideas, such as multimedia theatre or video games;
- Design presentations and distribution of media artworks through multiple formats and contexts;
- Compare and contrast media artworks through the qualities and relationships of their components, contents, intentions, and styles to manage audience experience;
- Explain how media artworks form and expand meaning and knowledge through cultural experiences, such as online environments and global events; and
- Research and demonstrate how media artworks relate to various contexts, such as the community, vocations, and history.

High School: As in middle school, teachers of media arts at the high school level conduct specialized and, possibly, advanced courses in video production, animation, sound production, graphic design, 3D design, or video game design. In all of these courses, teachers design comprehensive instruction that encompasses all the artistic processes, process components, and related standards, through the lens of the specific form or a combination of categories of media.

Why media arts? A 2015 report by Create CA, *A Blueprint for Creative Schools*, notes that:

Media arts are an important component of 21st century global culture and of California's robust creative economy. Young people enter the educational setting familiar with a vast array of digital tools and are accustomed to a media-rich environment. The identification of media arts as a fifth arts discipline, with associated standards, curriculum, and supportive programming structures, will foster quality and sustainable instructional programs in the entire range of media arts forms.

Through largely non-physical and integrative forms of cinema, animation, sound, web, virtual, and interactive design, media arts present engaging learning opportunities for students in interdisciplinary projects. These projects can integrate the arts and other core content areas, and engage the entire community. For example, the production of a video game can incorporate visual art and storytelling, experiential and environmental design, sound production, physics concepts, computer programming, 3D modeling and motion graphics, aspects of sociology and psychology, and accounting and marketing. Media arts

are uniquely beneficial in supporting education's adaptations to changes in California's economy and society, as well as the infusion of educational technology.

Proposition 28: The Art and Music K-12 Education Funding Initiative (2022). On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The legislation allocates 1% of the kindergarten through grade twelve portion of the Proposition 98 funding guarantee provided in the prior fiscal year, excluding funding appropriated for the AMS education program. Local educational agencies (LEAs) with 500 or more students are required to ensure that at least 80% of AMS funds to be expended are used to employ certificated or classified employees to provide arts education program instruction. The remaining funds must be used for training, supplies and materials, and arts educational partnership programs, with no more than 1 percent of funds received to be used for an LEA's administrative expenses. Within the provisions of AMS, "media arts" is included in the definition of arts educational programs.

Media arts in the schools. There are numerous examples of successful media arts programs throughout the state, including:

- At the Oakland School for the Arts, high school students learn current digital art skills including digital image creation and manipulation, computer art, filmmaking, animation, digital graphic design, and web design with an emphasis on portfolio preparation. Students participate in solo and collaborative projects, develop their portfolios and reels, and submit their work to festivals and contests year-round. Many digital media students also collaborate across emphases with classes and projects in music, theater, production, and visual art.
- The Media Arts Program at Sonoma Valley High School opens doorways to creativity in the digital arts through filmmaking classes, animation, scriptwriting, film theory, and storytelling. Each year, hundreds of students are introduced to the process of filmmaking, producing dozens of acclaimed student shorts, many of which can be seen at the "Student Works" showcase of films during the annual Sonoma International Film Festival.
- Los Angeles Unified School District (LAUSD) offers "Introduction to Interactive and Virtual Design," a middle school course for sixth, seventh and eighth grade, which explores the media arts through the discipline of interactive and virtual design (e.g. web and game design), towards achieving the standards of media arts. Students experience the technical, creative and aesthetic aspects of interactive and virtual design production, in conjunction with learning about historical and contemporary traditions, genres, trends and contexts of digital and analog based productions.

Media arts in CTE and VAPA. California's current Career Technical Education (CTE) standards for grades seven through twelve, adopted in 2013, include media arts in the Arts, Media, and Entertainment section, within the Design, Visual, and Media Arts Pathway. CTE is designed to prepare students for ongoing education, long-term careers, citizenship, and entry into the workplace. The CTE model curriculum standards blend rigorous academic content with industry-specific knowledge and skills.

The SPI's *Blueprint for Creative Schools* notes that media arts instruction, within the VAPA context, emphasizes not just technology skills, but also aesthetic sensibility, creativity, cultural

context, and integration across all arts disciplines and content areas. Media arts instruction provides students with access to technologically enhanced, arts-based learning experiences throughout their kindergarten through 12th grade schooling.

Arguments in support. Create CA writes, “We support SB 1341 because it will recognize media arts as a distinct arts discipline. This recognition will align the California Education Code with the California Arts Standards for Public Schools and the California Arts Education Framework adopted by the State Board of Education in 2019 and 2020, respectively. The bill recognizes that media arts is a distinct discipline with unique, multimodal, diverse products, complex production processes, and sophisticated, rapidly evolving tools. Media arts reflect the digital world in which our students are growing up. It complements and enhances traditional arts programs and can serve as a transdisciplinary hub for engaging projects incorporating all subject areas and STEAM. This bill helps ensure greater access to media arts and related career opportunities for all students.”

Prior legislation. AB 37 (O’Donnell), Chapter 102, Statutes of 2017, requires the SPI, in consultation with the IQC, to recommend VAPA content standards in the subject of media arts to the SBE for action by January 31, 2019.

AB 2862 (O’Donnell) Chapter 647, Statutes of 2016, authorized the SPI, in consultation with the IQC, to recommend to the SBE, revisions to the VAPA standards and requires the SBE to adopt, reject, or modify any revisions by January 31, 2019.

SB 916 (Allen), Chapter 652, Statutes of 2016, authorizes single subject teaching credentials in dance and theatre.

REGISTERED SUPPORT / OPPOSITION:

Support

Alameda County Office of Education
Americans for The Arts
California Arts Advocates
California Dance Education Association
California Educational Theatre Association
California Federation of Teachers
California Music Educators Association
California State PTA
California Teachers Association
Create CA
Creating Creators
Los Angeles County Office of Education
Media Alliance
National Association for Media Arts Education
National Association for Media Literacy Education
National Association of Theatre Owners of California
Outside the Lens
Turnaround Arts: California

Opposition

None on file

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