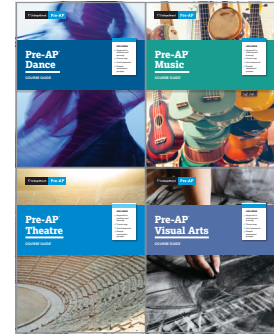




# Pre-AP Arts and Connecticut Arts Standards: Alignment Summary

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 Pre-AP 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 Connecticut Arts Standards 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 Connecticut Arts Standards is very strong.
- ✓ Across the four disciplines of Dance, Music, Theatre, and Visual Arts, all strands of the standards— Creating, Performing/Presenting/Producing, Responding, and Connecting—are addressed by the Pre-AP Arts framework.
- ✓ All standards in the Dance, Music, Theatre, and Visual Arts disciplines are deeply aligned.

## Alignment at a Glance: Very Strong

### Connecticut Arts Standards: Visual Arts



- Creating
- Performing/  
Presenting/Producing
- Responding
- Connecting

### Connecticut Arts Standards: Dance



- Creating
- Performing/  
Presenting/Producing
- Responding
- Connecting

### Connecticut Arts Standards: Music



- Creating
- Performing/  
Presenting/Producing
- Responding
- Connecting

### Connecticut Arts Standards: Theatre



- Creating
- Performing/  
Presenting/Producing
- Responding
- Connecting



= **Very strong  
alignment**



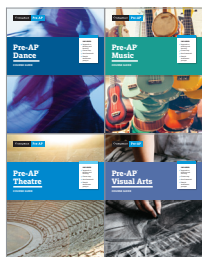
= **Partial alignment**

Alignment between the Pre-AP Arts Framework and the Connecticut Arts Standards is described as *very strong* or *partial*. A *very strong* alignment is one in which the majority of standards are fully addressed by the mapped Pre-AP Learning Objectives (LOs). A *partial* alignment is one in which the standards are partially addressed by the corresponding Pre-AP Learning Objectives. 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.

## 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 Connecticut Arts Standards' process-focused strands. 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. The shared principles and areas of focus 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 Connecticut Arts Standards with confidence throughout these courses.**



Learn more about Pre-AP Arts at [preap.org](https://preap.org)