

Your Question:

An [Arts Education Partnership](#) partner asked about the status of media arts in state policy. Specifically, which states have media arts included in state policy and in what ways are they included.

Our Response:

Opportunities for states to provide a robust arts education curriculum to best meet the needs of their students exist across grade levels and extend to educators and the larger arts and arts education fields. While all 50 states and the District of Columbia have identified policies for arts education in statute or administrative code, multiple states specifically reference media arts within these policies. [Research](#) exploring learning in media arts shows that this arts discipline provides opportunities for youth to learn multiple components of the arts, including media literacy, visual literacy and technology, as well as other subject areas such as mathematics and science.

Of the 32 states that define the arts as a core or academic subject within policy, three states (**Arizona, Georgia and Minnesota**) specify media arts as an arts discipline. While not all states require school districts or schools to provide or offer arts instruction in at least one arts discipline across K-12, **Maryland** and **Vermont** require instruction within the fine arts across these grade levels, which may include media arts.

To date, all 50 states and the District of Columbia have adopted content or performance standards for any and all disciplines of arts education at the early childhood/pre-K and elementary and/or secondary school level.

Washington's current arts education standards include media arts, which, following a review of the state's 2014 Arts Learning Standards, was recommended for addition by a group of arts educators representing dance, music, theatre and visual arts. The state's current standards include a focus on learning in media arts in pre-K and K-12.

[Research shows](#) that arts experiences correlate to improved academic and civic outcomes for youth, including youths' aspirations for attending a postsecondary school and future professional careers. **Idaho** is one of 21 states that accepts course credits in the arts to fulfill graduation requirements, and the state includes media arts as a course option in its humanities credit requirement. Educators teaching the arts, which may include media arts, have [reported](#) increased confidence, development and enthusiasm in their personal learning, as well as feeling more engaged in their school's curriculum. Of the 27 states that specify arts requirements for the initial licensure or certification of non-arts teachers, **Alabama** includes the option of the production of the media arts as an artistic process that educators may have comprehensive knowledge in to help fulfil the specific requirements.

States may choose to provide an arts education curriculum through a state-funded school for the arts or by funding a grant program focused on arts education that may engage community organizations and teaching artists in the implementation of an arts education program. **New York** is one of 22 states that provides funding for either a grant program or school for the arts, and its State Summer School for the Arts includes a residence School of Film/Media, among other arts discipline-focused schools.

More detailed information regarding the policies mentioned above, as well as additional state policies not previously highlighted, is included below. This information only references adopted state policies identified in the Arts Education Partnership’s [ArtScan](#) clearinghouse that specifically mention media arts.

ARTS AS A CORE OR ACADEMIC SUBJECT

Arizona	Minimum Course of Study and Competency Goals for Students in the Common Schools: Students shall demonstrate competency as defined by the state board-adopted academic standards, at the grade levels specified, in the required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments. 1) English language arts, 2) Mathematics, 3) Science, 4) Social Studies; including civics, 5) The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts, 6) Health/Physical Education. (Ariz. Admin. Code R7-2-301)
Georgia:	Local boards of education shall receive state funds for state board of education approved K-8 subjects and 9-12 courses. Only subjects and courses approved by the state board of education will be added to the state-funded list. The list must be kept current and organized by an appropriate classification system. (Ga. Comp. R. & Regs. 160-4-2-.20) The 2019-20 State-Funded List of K-8 Subjects and 9-12 Courses published by the Georgia Department of Education lists Visual Arts, Dance, Theatre, Music, and Media Arts as core courses.
Minnesota:	Required Academic Standards: The following subject areas are required for statewide accountability: language arts, mathematics, science, social studies, physical education, health and the arts. Public elementary and middle schools must offer three and require at least two of the following four arts areas: dance; music; theater; and visual arts. Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts. (Minn. Stat. 120B.021)

ELEMENTARY AND SECONDARY ARTS EDUCATION STANDARDS

Washington	Washington State Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts – 2017
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ARTS EDUCATION INSTRUCTIONAL REQUIREMENT: ELEMENTARY

Arizona	Minimum Course of Study and Competency Goals for Students in the Common Schools: A. Students shall demonstrate competency as defined by the state board-adopted academic standards, at the grade levels specified, in the required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments. 1) English language arts, 2) Mathematics, 3) Science, 4) Social Studies; including civics, 5) The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts, 6) Health/Physical Education. (Ariz. Admin. Code R7-2-301)
Maryland	Fine Arts Programs, Grades K-8: Each local school system shall provide an instructional program in fine arts each year for all students in grades PreK-8 as follows: (a) Within the PreK-5 grade span, students shall have experiences in the fine art forms of dance, media arts, music, theatre, and visual art (Md. Code Regs. 13A.04.16.01) Curriculum Guides: Consistent with Education Article, §4-111, Annotated Code of Maryland, each local school system shall use fine arts curriculum documents in each of the fine arts disciplines for the elementary and secondary schools under its jurisdiction. (Md. Code Regs. 13A.04.16.01.D)
Vermont	Courses of Study: The minimum course of study means learning experiences adapted to a pupil's age and ability in the fields of: 6) The fine arts. (16 V.S.A. § 906) Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in artistic expression (including visual, media and performing arts). (7-1 Vt. Code R. § 2:2120)

ARTS EDUCATION INSTRUCTIONAL REQUIREMENT: Middle School

Arizona	Minimum Course of Study and Competency Goals for Students in the Common Schools: Students shall demonstrate competency as defined by the state board-adopted academic standards, at the grade levels specified, in the required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments. 1) English language arts, 2) Mathematics, 3) Science, 4) Social Studies; including civics, 5) The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts, 6) Health/Physical Education. C. Prior to issuance of a standard certificate of promotion from the 8th grade, each student shall demonstrate competency, as defined by the local governing board, of the state board of education adopted academic standards for grade 8 in the subject areas listed in subsection (A). (Ariz. Admin. Code R7-2-301)
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Maryland	Fine Arts Programs, Grades K-8: Each local school system shall provide an instructional program in fine arts each year for all students in grades K-8 as follows: (b) Within grades 6-8, students may specialize in one or more of the fine art forms of dance, media arts, music, theatre, and visual art. (Md. Code Regs. 13A.04.16.01) Curriculum Guides: Consistent with Education Article, §4-111, Annotated Code of Maryland, each local school system shall use fine arts curriculum documents in each of the fine arts disciplines for the elementary and secondary schools under its jurisdiction. (Md. Code Regs. 13A.04.16.01.D)
Vermont	Courses of Study: The minimum course of study means learning experiences adapted to a pupil's age and ability in the fields of: 6) The fine arts. (16 V.S.A. § 906). Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in artistic expression (including visual, media and performing arts). (7-1 Vt. Code R. § 2:2120)

ARTS EDUCATION INSTRUCTIONAL REQUIREMENT: High School

Maryland	Fine Arts Programs, Grades 9-12: Each local school system shall provide an instructional program in fine arts each year for all students in grades 9-12 which shall enable students to meet graduation credit requirements and to select fine arts elective courses of dance, media arts, music, theatre, and visual art that will prepare them for post-secondary education and careers. (Md. Code Regs. 13A.04.16.01) Curriculum Guides: Consistent with Education Article, §4-111, Annotated Code of Maryland, each local school system uses fine arts curriculum documents in each of the fine arts disciplines for the elementary and secondary schools under its jurisdiction. (Md. Code Regs. 13A.04.16.01.D)
Minnesota	Compulsory Instruction: Instruction must be provided in at least the following subject areas: (1) basic communication skills including reading and writing, literature, and fine arts. (Minn. Stat. 120A.22) Required Academic Standards: Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts. (Minn. Stat. 120B.021)
Vermont	Courses of Study: The minimum course of study means learning experiences adapted to a pupil's age and ability in the fields of: 6) The fine arts. (16 V.S.A. § 906) Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in artistic expression (including visual, media and performing arts). (7-1 Vt. Code R. § 2:2120)

ARTS REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Louisiana	Louisiana Core 4 Curriculum: For incoming freshmen in 2008-09 and beyond who are completing the Louisiana Core 4 Curriculum, the minimum course requirements shall be the following: 1 unit of Arts [satisfied by:] 1 unit Art (§2333), Dance (§2337), Media Arts (§2354), Music (§2355), Theatre Arts, (§2369) or Fine Arts Survey. NOTE: Students may satisfy this requirement by earning half credits in two different arts courses. (28 La. Admin. Code CXV Bulletin 741 § 2318 (C.3))
Vermont	Graduation Requirements: A student meets the requirements for graduation when the student demonstrates evidence of proficiency in the curriculum outlined in 2120.5 [which specifies artistic expression, including visual, media and performing arts, among others], and completion of any other requirements specified by the local board of the school attended by the student. (7-1 Vt. Code R. § 2)

ARTS ALTERNATIVES FOR HIGH SCHOOL GRADUATION

Idaho	A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school: Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, media arts or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (Idaho Admin. Code r. 08.02.03.105)
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ARTS EDUCATION ASSESSMENT REQUIREMENTS

Arizona	Minimum Course of Study and Competency Goals for Students in the Common Schools: Students shall demonstrate competency as defined by the state board-adopted academic standards, at the grade levels specified, in the following required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements: 5. The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts. (Ariz. Admin. Code R7-2-301)
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LICENSURE REQUIREMENTS FOR NON-ARTS TEACHERS

Alabama	Elementary Education: Candidates have a thorough knowledge of the 2017 Alabama Course of Study for K-12 Arts Education, including the four artistic processes — creating, responding, connecting, and either performing (dance, music, theatre) or producing (media arts) or presenting (visual arts) — and the eleven anchor standards shared across the arts.
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	[In addition, the regulation identifies the knowledge and abilities in the arts that candidates must demonstrate.] (Ala. Admin. Code 290-3-3-.06)
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STATE ARTS EDUCATION GRANT PROGRAM OR SCHOOL FOR ARTS

Alaska	<p>The purpose of the career opportunity grant is to provide financial assistance to professional artists, arts administrators and arts education professionals for (1) travel to an in-state, national, or international event, program or seminar; and (2) other activities that will contribute to the strength of the applicant's professional standing or skill. (Alaska Admin. Code tit. 20, § 30.310) The purpose of the workshop grant is to provide an organization engaged in arts, arts education, or cultural heritage activities in the state the opportunity to hold an arts-related workshop of limited duration, using artists and other resource persons as instructors. A workshop may include all areas of the visual, performing, traditional, craft, media, literary arts, arts administration and arts education. (Alaska Admin. Code tit. 20, § 30.440).</p> <p>The purpose of the arts in education program is to promote and improve the teaching of the arts as an integral part of life and basic education through direct access to opportunities for cultural, historical, creative and appreciative experiences. The council will administer the artists in schools grant and the artists in schools teaching artist roster through the arts in education program. (Alaska Admin. Code tit. 20, § 30.510) The purpose of the community arts development grant program is to assist a school, unit of government or non-profit organization in this state in (1) developing arts programs in underserved areas or disciplines; (2) improving arts administration such as board development, accounting and budget development; and (3) supporting arts or cultural heritage events and short-term projects. (Alaska Admin. Code tit. 20, § 30.622) The purpose of the arts education incentive grant is to provide financial support to advance the field of arts education and support innovation in arts education. (Alaska Admin. Code tit. 20, § 30.802)</p>
New York	<p>New York State Summer School of the Arts: The New York State Summer School of the Arts shall include the following residence schools: (1) School of Ballet; (2) School of Choral Studies; (3) School of Film/Media; (4) School of Modern Dance; (5) School of Orchestral Studies; (6) School of Technical Theatre Arts; (7) School of Theatre; (8) School of Visual Arts; and (9) School of Written Expression. (N.Y. Comp. Codes R. & Regs. tit. 8, § 111.1)</p>

OTHER STATE ARTS EDUCATION POLICIES

Minnesota	<p>Grade-Level Benchmarks: The commissioner of education must supplement required state academic standards [including the arts] with grade-level benchmarks. Additionally, standards/benchmarks must be reviewed every ten years after the 2017-18 review (Minn.</p>
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	<p>Stat. 120B.023) Perpich Center for Arts Education: ... (d) The board may establish or coordinate evening, continuing education, extension, and summer programs for teachers and pupils.; (e) The board may identify pupils who have artistic talent, either demonstrated or potential, in dance, literary arts, media arts, music, theater, and visual arts, or in more than one art form.; (f) The board must educate students with artistic talent by providing: (1) an interdisciplinary academic and arts program for students in the 11th and 12th grades. The total number of students accepted under this clause (2) shall not exceed 310; (2) additional instruction to students for a 13th grade. Students eligible for this instruction are those enrolled in 12th grade who need extra instruction and who apply to the board, or students enrolled in the 12th grade who do not meet learner outcomes established by the board; (3) intensive arts seminars for one or two weeks for students in grades 9 to 12; (4) summer arts institutes for students in grades 9 to 12; (5) artist mentor and extension programs in regional sites; and (6) teacher education programs for indirect curriculum delivery. (Minn. Stat. Ann. § 129C.10)</p>
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Additional Data and Links:

- [ArtScan at a Glance](#): This summary is updated annually to reflect changes in legislation concerning the arts in education. It includes arts education policies for all 50 states, plus the District of Columbia.
- [ArtScan](#): A clearinghouse of the latest state policies supporting arts education from all 50 states and the District of Columbia.
- [State Information Request: Funding the Arts in CTE](#): An AEP partner organization asked if states are allowing schools to use Perkins V funds for arts pathways — other than digital media or film — within CTE programs. The response includes an overview of three states’ CTE programs that incorporate visual and performing arts and links to additional data and resources.
- A collection of [research](#) highlighting outcomes of engagement in media arts for students and educators. (Available on [ArtsEdSearch](#))
- [The Arts Education Data Toolkit](#): This toolkit offers step-by-step instructions, worksheets and other tools to help plan and execute an arts education data initiative in your state.