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By: **Delegate Campbell**

Introduced and read first time: January 21, 2000

Assigned to: Ways and Means

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A BILL ENTITLED

1 AN ACT concerning

2 **Primary and Secondary Education - Fine Arts Programs**

3 FOR the purpose of requiring county boards of education to establish certain fine arts  
4 instructional programs for all students in kindergarten through grade 12 that  
5 meet certain requirements; and generally relating to fine arts programs in the  
6 public schools in the State.

7 BY adding to  
8 Article - Education  
9 Section 4-111.1  
10 Annotated Code of Maryland  
11 (1999 Replacement Volume)

12 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF  
13 MARYLAND, That the Laws of Maryland read as follows:

14 **Article - Education**

15 4-111.1.

16 (A) EACH COUNTY BOARD SHALL ESTABLISH AN INSTRUCTIONAL PROGRAM  
17 IN FINE ARTS EACH YEAR FOR ALL STUDENTS IN KINDERGARTEN THROUGH GRADE  
18 8.

19 (B) EACH COUNTY BOARD SHALL ESTABLISH FINE ARTS ELECTIVE COURSES  
20 FOR GRADES 9 THROUGH 12 THAT ARE APPLICABLE TO GRADUATION CREDIT  
21 REQUIREMENTS.

22 (C) THE FINE ARTS INSTRUCTIONAL PROGRAM SHALL ADDRESS THE  
23 DIVERSITY OF STUDENT NEEDS, ABILITIES, AND INTERESTS AT ALL LEVELS OF  
24 INSTRUCTION.

25 (D) THE FINE ARTS INSTRUCTIONAL PROGRAM SHALL INCLUDE THE  
26 FOLLOWING GOALS:

1 (1) TO DEVELOP THE ABILITY TO PERCEIVE AND RESPOND TO  
2 EXPERIENCES AND THE ENVIRONMENT THROUGH THE FINE ARTS, INCLUDING:

3 (I) DEVELOPING AN UNDERSTANDING OF THE WAYS THAT  
4 SENSORY STIMULI AFFECT PERCEPTION OF THE ACQUISITION OF KNOWLEDGE;

5 (II) DEVELOPING AN UNDERSTANDING AND APPRECIATION OF A  
6 VARIETY OF ARTISTIC RESPONSES TO IDEAS, IMAGES, FORMS, SOUNDS, AND  
7 EXPERIENCES; AND

8 (III) DEVELOPING AN UNDERSTANDING OF WAYS THAT  
9 ORGANIZING CONCEPTS AFFECT EXPRESSION IN THE FINE ARTS;

10 (2) TO DEVELOP AN UNDERSTANDING OF THE FINE ARTS IN  
11 HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS, INCLUDING:

12 (I) DEVELOPING THE ABILITY TO RECOGNIZE AND APPRECIATE  
13 THE FINE ARTS AS FORMS OF INDIVIDUAL AND CULTURAL EXPRESSION;

14 (II) DEVELOPING AN UNDERSTANDING OF THE PHILOSOPHIES,  
15 TRADITIONS, STYLES, FORMS, AND CONVENTIONS OF THE FINE ARTS; AND

16 (III) DEVELOPING AN UNDERSTANDING OF THE  
17 INTERRELATIONSHIPS AMONG THE FINE ARTS AND OTHER FORMS OF CULTURAL  
18 EXPRESSION SUCH AS THE HUMANITIES AND SCIENCES;

19 (3) TO DEVELOP SKILLS AND ATTITUDES AND TO ORGANIZE  
20 KNOWLEDGE AND IDEAS FOR CREATIVE EXPRESSION AND PERFORMANCE IN THE  
21 FINE ARTS, INCLUDING:

22 (I) DEVELOPING THE SKILLS AND ATTITUDES REQUIRED TO  
23 PERFORM OR PRODUCE IN ONE OR MORE OF THE FINE ARTS DISCIPLINES;

24 (II) DEVELOPING THE ABILITY TO CREATE COMPOSITIONS USING  
25 THE ORGANIZING CONCEPTS OF THE FINE ARTS AND A VARIETY OF MATERIALS,  
26 TECHNIQUES, AND PROCESSES; AND

27 (III) DEVELOPING THE ABILITY TO IMPROVISE AND EXPERIMENT  
28 WITH ARTISTIC MEDIA; AND

29 (4) TO DEVELOP THE ABILITY TO APPLY CRITERIA TO AESTHETIC  
30 DECISION MAKING, WHICH INCLUDES:

31 (I) DEVELOPING THE KNOWLEDGE, SKILLS, AND SENSITIVITY TO  
32 MAKE AESTHETIC JUDGMENTS;

33 (II) DEVELOPING THE ABILITY TO IDENTIFY, DESCRIBE, APPLY, AND  
34 COMMUNICATE PERSONAL CRITERIA FOR ASSESSING ONE'S OWN WORK; AND

35 (III) DEVELOPING THE ABILITY TO APPLY AESTHETIC CRITERIA TO  
36 THE ENVIRONMENT.

1 (E) CONSISTENT WITH § 4-111 OF THIS SUBTITLE, EACH OF THE COUNTY  
2 BOARDS SHALL PROVIDE FINE ARTS EDUCATION CURRICULUM GUIDES FOR THE  
3 ELEMENTARY, MIDDLE, AND HIGH SCHOOLS UNDER ITS JURISDICTION.

4 (F) EACH STUDENT SHALL HAVE THE OPPORTUNITY TO PARTICIPATE IN THE  
5 FINE ARTS INSTRUCTIONAL PROGRAMS REQUIRED BY THIS SECTION.

6 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect  
7 October 1, 2000.