
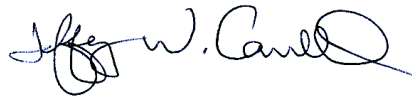


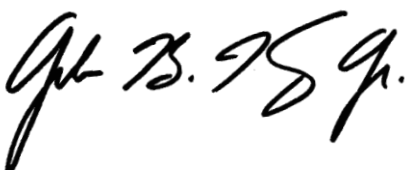


TO: P-12 Education Committee
Cultural Education Committee

FROM: Ken Wagner 
Jeffrey Cannell 

SUBJECT: National Core Arts Standards Revision Update

DATE: April 21, 2014

AUTHORIZATION(S): 

Issue for Discussion

The National Coalition for Core Arts Standards (NCCAS) is a partnership of arts organizations and states leading the revision of the 1994 National Standards for Arts Education in order to help guide curriculum designers, teacher-training programs, and federal and state policy makers in keeping arts education relevant to today's global career opportunities.

Background Information

The arts standards development process seeks to ensure that the standards: (1) reflect the best ideas in arts education, both in the United States and internationally; (2) reflect the best knowledge about teaching and learning, and (3) were developed through a broad-based, open adoption process. These new, voluntary, grade-by-grade and web-based standards are intended to affirm the place of arts education in a balanced core curriculum, support the 21st-century needs of students and teachers, and help ensure that all students are college and career ready.

Highlights of this work include:

- National Core Arts Standards extend from pre-kindergarten (PK) through grade 12 in each of five arts disciplines (Dance, Media Arts, Music, Theatre and Visual Arts). Media Arts, now also defined as a discrete fifth arts discipline, includes cinema, animation, sound-imaging design, virtual design, interactive design, as well as multimedia and intermedia.

- The National Core Arts Standards will be delivered to the field through a web-based platform, designed to allow flexible sorting and organizing, to meet individual teacher and local district needs. The web-based platform will allow for examples of student work to be linked directly to each of the standards. Over time, as teachers implement the standards and upload student work, a repository of representative student work rated to be near standard, at standard, and above standard will grow.
- The format and design of this new set of standards is different, changing the manner in which the field interacts with standards and assessments. Standards will be measurable and attainable learning events based on artistic goals.
- Given the central role that the Common Core State Standards are playing in education and school-reform initiatives nationwide, it is a priority of the NCCAS to ensure that the goals and objectives of the National Core Arts Standards relate clearly and directly to the Common Core. To this end, College Board researchers undertook a study of the Common Core standards as they relate to arts-based learning. A review of connections between the Common Core State Standards and the National Core Arts Standards is available at <http://nccas.wikispaces.com/Common+Core+Alignment>. Highlights of the report include a comparison of the fundamental creative practices to the following elements of the Common Core:
 - Introductory text
 - Definitions of college and career readiness
 - Anchor standards for Writing for K-12
 - Standards for mathematical practice

Components of the National Core Arts Standards

- **Conceptual Framework**

A narrative document outlines the philosophy, goals, processes, structures, and outcomes that shape student learning and achievement in dance, media arts, music, theatre, and visual arts. The Conceptual Framework can be found at <http://nccas.wikispaces.com/Conceptual+Framework>.

- **Philosophical foundations and lifelong goals**

The philosophical foundations and lifelong goals establish the basis for the new standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines. They establish a definition of artistic literacy that clarifies how students can be involved in the arts beyond the high school level, and how arts involvement contributes to college, career, and lifelong learning.

- **Foundations of Artistic Literacy**

Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. This fluency is embodied in the specific philosophical foundations and lifelong goals that enable an artistically literate

person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

- **The National Core Arts Standards Matrix**

A Standards Matrix provides a unified view of the Standards for the five arts disciplines while allowing the distinguishing characteristics of each discipline to be preserved. Rather than offering a simple compilation of individual skills and knowledge, the matrix integrates the processes, skills, knowledge, sample assessments, and criteria into a single organized structure that spans PK-12. This outcomes-based approach to teaching and learning in the arts centers on the overarching artistic processes and then articulates the enduring understandings, essential questions, knowledge and skills for each process. See Appendix A for more information.

- **Artistic Processes by each arts discipline**

The Artistic Processes are the cognitive and physical actions by which arts learning are realized. The Artistic Processes become the main organizing component of the standards matrix. See Appendix B for more information.

- **Anchor Standards**

Eleven overarching anchor standards align with all disciplines' performance standards across four artistic processes—Creating, Performing, Responding, and Connecting. Anchor Standards describe a learning outcome that applies across the grade levels and demonstrate the breadth of the standards. See Appendix C for more information.

- **Supplemental Instructional Support Resources**

- **Enduring understandings and essential questions**

The National Core Arts Standards have been written using enduring understandings and essential questions to help both educators and students to organize the information, skills, and experiences within artistic processes.

- **Model Cornerstone Assessments**

Cornerstone Assessment models, supplied for grades 2, 5, and 8, and for each high school proficiency level, illustrate how student learning can be assessed through rich performance tasks with clearly identified criteria. These tasks and benchmarked student work are intended to serve as models to guide the development of local assessments.

The Core Arts Standards Review Process

The creation of the new arts standards is an inclusive process, with input from a broad range of arts teachers, other educators, and decision-makers, including representation from several state and national professional organizations. Each arts discipline's writing team includes a balance of members across specific areas of expertise, geography, diversity, and experience. New York State has representatives on the Dance, Music, and Media Arts writing teams.

The third and final review of draft arts standards took place February 14 – March 1, 2014. The final comprehensive review incorporated significant updates to the

standards structure and focus, based on comments received in two previous reviews and analysis by NCCAS leadership. The feedback suggested a need to clarify some aspects of the drafts, particularly on how the Understanding by Design format guides and undergirds the performance standards.

The NCAS review included:

- 85,540 visits to the standards documents on the website during the public reviews
- More than 6,760 arts educators from 50 states and three nations participated in online surveys.
- 965 people offered comments in a formal review
- 61 writing team members combed through 1,056,000 responses and comments from the field as of August 30

In response to survey comments, the following changes have been made to the standards:

- Standards have been separated out from instructional resources and supports
- A unified set of Anchor Standards was created, shared by all arts disciplines
- Standards were edited to be fewer, clearer, and more rigorous
- The Framework Matrix (a key organizing tool) was revised to reflect changes

New York State arts teachers had the opportunity to comment on the final draft of PK-12 standards in February. A summary report of New York State's teacher's responses is in the process of being finalized.

Next steps include the following:

- Completion of final revisions to the standards
- Scroll over glossaries will be added to the online documents
- The standards website will be updated to allow a state and a visitor to select the most convenient way to organize, view and print the standards
- Professional development opportunities will be developed
- Model Cornerstone Assessments will continue to be developed

Timeline

A web-based release of the standards is scheduled for mid-June 2014.

Next Steps

Once the new standards are released in June 2014, the Board may wish to consider adopting or adapting the new standards and determining the ways in which courses and assessments aligned to these standards should be considered during the ongoing review of New York's college and career-ready graduation requirements. Department staff will provide periodic updates as this work progresses.

Appendix A

The National Core Arts Standards Matrix



National Core Arts Standards
DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

DRAFT
Feb. 12, 2014

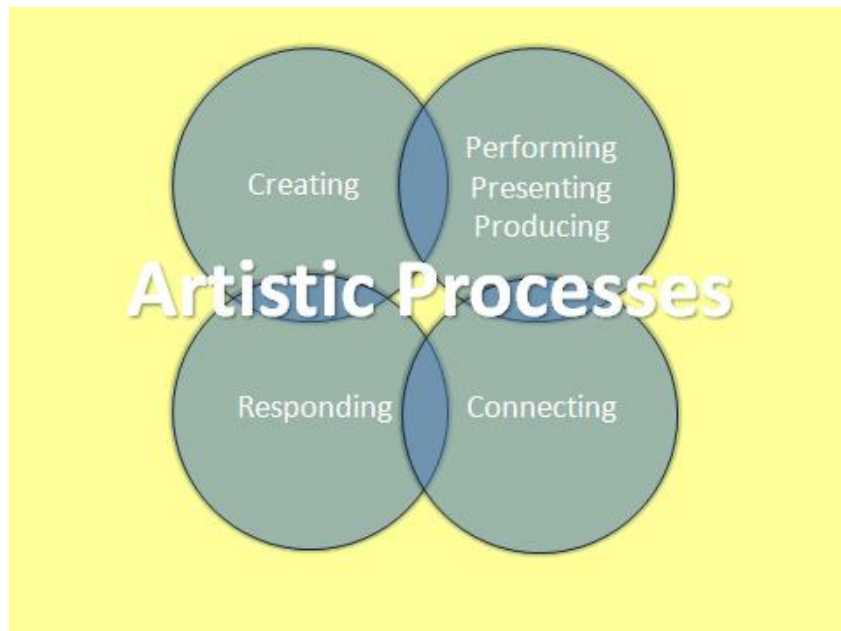
Philosophical Foundations		ARTISTIC LITERACY			Lifelong Goals	
Artistic Processes	Core Arts Anchor Standards	Pre K—grade 8 Performance Standards (grade by grade)	Discipline Specific Performance Standards Pre K–High School			<u>Supplemental Instructional Support Resources</u> Model Cornerstone Assessments - Performance Tasks with key traits - Grades 2, 5, 8 - High School 3 levels of proficiency: (Proficient, Accomplished, Advanced) Discipline specific tools to unpack the standards Enduring Understandings and Essential Questions Process Components and other power verbs that operationalize the standards Glossaries and Resources
			HS Performance Standards			
Creating	3 Common Anchor Standards		Proficient	Accomplished	Advanced	
Performing (Dance, Music, Theatre)	3 Common Anchor Standards					
Presenting (Visual Arts)						
Producing (Media Arts)						
Responding	3 Common Anchor Standards					
Connecting	2 Common Anchor Standards					
A Conceptual Framework for Arts Learning http://nccas.wikispaces.com/Conceptual+Framework						

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Appendix B

The Artistic Processes

Artistic Processes
Creating
Performing <small>(Dance, Music, Theatre)</small> Presenting <small>(Visual Arts)</small> Producing <small>(Media Arts)</small>
Responding
Connecting



Appendix C
Anchor Standards and Discipline Specific Performance Standards

