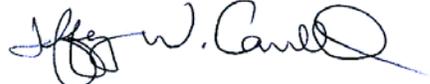


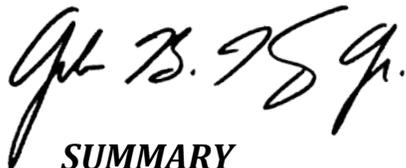


TO: P-12 Education Committee
Cultural Education Committee

FROM: Ken Wagner 
Jeffrey Cannell 

SUBJECT: National Core Arts Standards Revision Update

DATE: November 8, 2013

AUTHORIZATION(S): 
SUMMARY

Issue for Discussion

The National Coalition for Core Arts Standards (NCCAS) is a partnership of organizations and states that is 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 arts education.

Background Information

The standards will describe what students should know and be able to do as a result of a quality curricular arts education program. NCCAS is committed to developing a next generation of arts education standards that will build on the foundation created by the 1994 document, support the 21st-century needs of students and teachers, help ensure that all students are college and career ready, and affirm the place of arts education in a balanced core curriculum.

Highlights of this work include:

- National Arts Standards will extend from pre-kindergarten (PK) through grade 12 and will be grade-by-grade standards from PK-8 in each arts discipline.
- Given the central role that the Common Core standards are playing in education and school reform initiatives nationwide, it is a priority of the National Coalition of Core Arts Standards to ensure that the goals and objectives of the National Core Arts Standards relate clearly and directly to the Common Core. 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 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
- Media Arts - including cinema, animation, sound imaging design, virtual design, interactive design, as well as multimedia and intermedia - is included as a fifth arts discipline (dance, media arts, music, theatre, and visual arts).

Components of the National Core Arts Standards

• Conceptual Framework

A narrative document outlines the grounding philosophy, primary goals, dynamic processes, structures, and outcomes that shape student learning and achievement in dance, media arts, music, theatre, and visual arts. The Framework defines five philosophical foundations and related goals that form the basis for the new standards and beliefs about the value of the arts. The standards framework defines four creative practices that students need to engage in to succeed in the arts and which inform the artistic processes that the standards writers have developed. 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 that 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. It is embodied in 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 simply a compilation of individual skills and knowledge, the matrix integrates the processes, skills and 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, and knowledge and skills for each process.

NCCAS has provided a structure within which educators can give all children key arts experiences. Through creative practices, these experiences will help them understand what it means to be artistically literate, how this literacy can enrich their education and identifies the 21st century skills developed through the arts. Artistic literacy also fosters connections among the arts and between the arts and other disciplines, thereby providing opportunities to access, develop, express, and integrate meaning across a variety of content areas.

- **Artistic processes by each arts discipline**

The artistic processes are the cognitive and physical actions by which arts learning are realized.

- **Process components, anchor standards and performance standards**

Process components are the subset of actions that support and illuminate each artistic process relative to the arts, as expressed by individual arts disciplines. Anchor standards are the concrete educational expression of those components, and performance standards are the grade-by-grade articulation of student achievement.

- **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.

- **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 and available on the NCCAS website. These authentic performance assessments are organized to include all aspects of the learning and instructional process. Student work will illustrate how expectations outlined in the new standards are real and attainable. Teachers can adapt Cornerstone Assessments to their local situations in order to demonstrate growth in the Arts. The illustrative cornerstone assessments included in the standards reflect genuine and recurring performances that become increasingly sophisticated across the grades.

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.

New York State teachers had the opportunity to comment on the draft PK-8 standards when they were released last spring. More than 34,000 arts educators and advocates visited the draft standards pages in July and more than 3,000 arts administrators, parents, educators, teaching artists, and community arts providers participated in the

online review survey. New York had the most respondents, who described themselves as mostly suburban, public school elementary certified music and visual arts teachers with more than 20 years of experience. Overall, responses confirmed that colleagues and practitioners in the field agreed with the construction and framework of the standards. In addition to the Likert scaled questions, researchers in each discipline captured and distilled the many substantive written comments from reviewers and shared them with the teams.

The national survey responses identified these areas of need:

- A glossary of terms for the standards.
- A refined reader-friendly format for the standards themselves, and a complementary web-based architecture which is both searchable and intuitive.
- A “tagging” system that will identify performance standards in both music and visual arts which meet the Conceptual Framework’s definition of Connecting, and therefore allow the web-based set of standards to reflect the underlying Connecting standards for each of these disciplines, along with those identified by Dance, Media Arts and Theatre.

Highlights of the PreK-8 Review Comments by New York State educators:

- The document is articulate, easy to comprehend, succinct, sequential, comprehensive;
- Some standards are not readily measured, and the grade-by-grade structure leads to repetition at times;
- The document includes sufficient direction for a teacher to formulate curriculum while making choices as to material, motivation, and student outcomes;
- Schools may need more resources for implementation, including technology resources;
- Schools may have difficulty with implementation in an already-crowded school day;
- The document should explore opportunities for increasing the commonality among the artistic disciplines while acknowledging the differences.

Timeline

A public review of the high school draft document took place between September 30 and October 28, 2013. Highlights of the high school review will be available in December 2013. A public review of the comprehensive draft PK-12 standards, including model cornerstone assessments, will begin in late December and conclude in early January 2014. The current project time line includes a release of complete standards in March 2014.

Next Steps

Once the new standards are released in March 2014, the Regents may wish to consider adopting 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
June 14, 2013

ARTISTIC LITERACY										
Philosophical Foundations					Lifelong Goals					
Artistic Processes (by arts disciplines)	Process Components	Anchor Standards	Enduring Understandings	Essential Questions	Grades Pre-K, K, 1, 2	Grades 3, 4, 5	Grades 6, 7, 8	High School		
					Performance Standards (by grade level)	Performance Standards (by grade level)	Performance Standards (by grade level)	Performance Standards for Proficient	Performance Standards for Accomplished	Performance Standards for Advanced
Creating (All)					Grade 2 Model Cornerstone Assessment (with benchmarked student work)	Grade 5 Model Cornerstone Assessment (with benchmarked student work)	Grade 8 Model Cornerstone Assessment (with benchmarked student work)	HS Proficient Model Cornerstone Assessment (with benchmarked student work)	HS Accomplished Model Cornerstone Assessment (with benchmarked student work)	HS Advanced Model Cornerstone Assessment at (with benchmarked student work)
Performing (Dance, Music, Theatre)										
Presenting (Visual Arts)										
Producing (Media Arts)										
Responding (All)										
Connecting (Stand alone for Dance, Media Arts & Theatre and embedded for Music & Visual Arts)										

A Conceptual Framework for Arts Learning

<http://nccas.wikispaces.com/Conceptual+Framework>

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<http://nccas.wikispaces.com/file/view/Framework%20Matrix%20June14.13Final.pdf/438719476/Framework%20Matrix%20June14.13Final.pdf>