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Fall 2016

New Core Standards in Art

By: Clarissa Madrid



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Why have standards?

Why have standards?

- **Standards give a minimum requirement of what should be taught and allow schools to measure students learning.**
- **Standards frame art by including philosophical foundations, life-long goals, artistic process, creative practices & performance standards.**
 - **Schools often limit their art classes into music and general art. Having standards allows different schools to have a universal learning system where children can have an equal education foundation regardless of the school they are attending.**

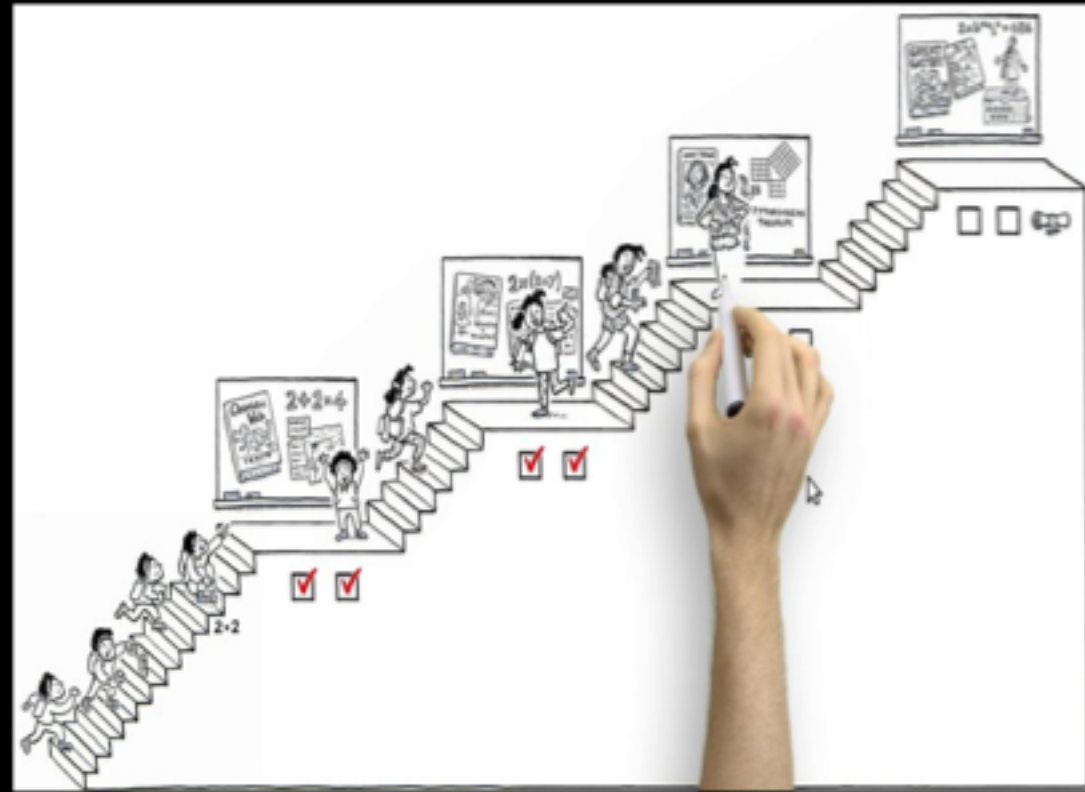


Figure 1. DC Public Schools. Common Core Standards

The Standards

The Standards

Cr
Creating

Pr
Performing/
presenting/
producing

Re
Responding

Cn
Connecting

Roles

Roles

Who Taught?

- Teachers

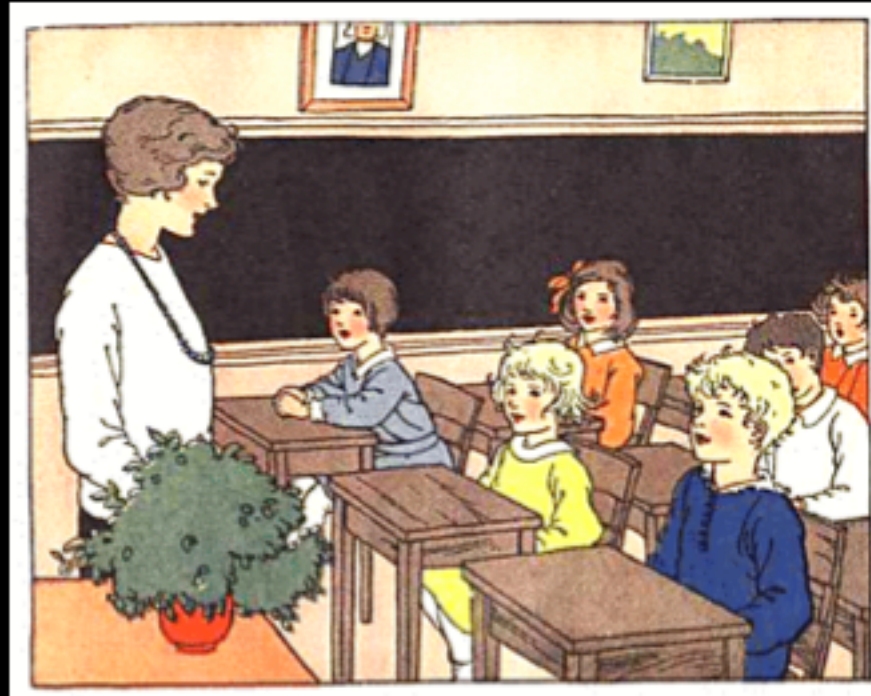


Figure 2. ClipArtsGram. Teaching clipart

Who are the Learners?

- Children from pre k to high school

Where & When

Where & When

Where:

- **National/ America**



Figure 3. Blank Map of United States

When:

- **The standards movement emerged with the 1994 passage of the Goals 2000: Educate America Act**



Figure 4. Goals 2000 Program

Impact

Impact

Historical

- **1800's-** Art formally in American schools
- **1964-** elementary & secondary education act (ESEA) address problems of educational equity, mainly for poverty students.
- **1994-** passage of the Goals 2000: Educate America Act. Title II of that act established a National Education Standards and Improvement Council, which were charged with finding appropriate organizations to write standards.
- **2001-** (no child left behind) program that continues to run education in the federal, state and local levels.
- **2005-** Standards for Learning and Teaching Dance in the Arts.
- **2011-** study by the College Board, an NCCAS leadership team member, found that arts standards exist in nations throughout the world.

The arts are a way of knowing and communicating

Philosophical Foundation	Lifelong Goals
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators.	Artistically literate citizens find at least one arts

Being artistically literate helps express the communities ideas through the art made

The arts are a way of knowing and communicating

Discover and developing their own creative capacity

Understanding artworks provides opportunities to access, express, & integrate meaning

Performing enhances mental, physical, & emotional wellbeing

Collaborate & connect with others while creating/sharing with the community

Philosophical Foundation	Lifelong Goals
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Being artistically literate helps express the communities ideas through the art made

Find at least one art discipline that you can stick with and improve on even as a adult

Understand the relationships among the arts

Participation in the arts can result in joy, inspiration, peace, intellectual stimulation & other enhancing qualities

Support the arts in your communities

Justification

Justification

- The reason for the standards is to improve the education system that provides the learning.
- The new voluntary art standards are designed to guide the delivery of art teaching in the classroom with new ways of thinking, learning, and creating. The standards also inform policy-makers about an implementation of arts programs for the traditional and emerging models and structures of education. As with other subject areas, a commitment to quality education, equal opportunities, and overall expectations is embedded within the new arts standards.



Figure 6. Passing knowledge

Cognition

Cognition

Cr

Pr

Re

Cn

Cr

Creating

Cr

➤ **Conceiving and developing new artistic ideas and work.**





Creating



➤ **Conceiving and developing new artistic ideas and work.**

- **Anchor Standard #1. Generate and conceptualize artistic ideas and work.**
- **Anchor Standard #2. Organize and develop artistic ideas and work.**
- **Anchor Standard #3. Refine and complete artistic work. Conceiving and developing new artistic ideas and work.**



Figure 7. *Inside Glow*

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Performing



➤ **(Dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.**





Performing



- **(Dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.**
- **Presenting (visual arts): Interpreting and sharing artistic work.**
- **Producing (media arts): Realizing and presenting artistic ideas and work.**
 - **Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.**
 - **Anchor Standard #5. Develop and refine artistic work for presentation.**
 - **Anchor Standard #6. Convey meaning through the presentation of artistic work.**



Figure 8. Dancing



Figure 9. Classical music

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Responding



- **Understanding and evaluating how the arts convey meaning.**





Responding



- **Understanding and evaluating how the arts convey meaning.**
- **Anchor Standard #7. Perceive and analyze artistic work.**
 - **Anchor Standard #8. Interpret intent and meaning in artistic work.**
 - **Anchor Standard #9. Apply criteria to evaluate artistic work.**
- Understanding and evaluating how the arts convey meaning.**



Figure 10. Children looking at art

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Connecting



- **Relating artistic ideas and work with personal meaning and external context.**



➤ **Relating artistic ideas and work with personal meaning and external context.**

- **Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.**
- **Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.**

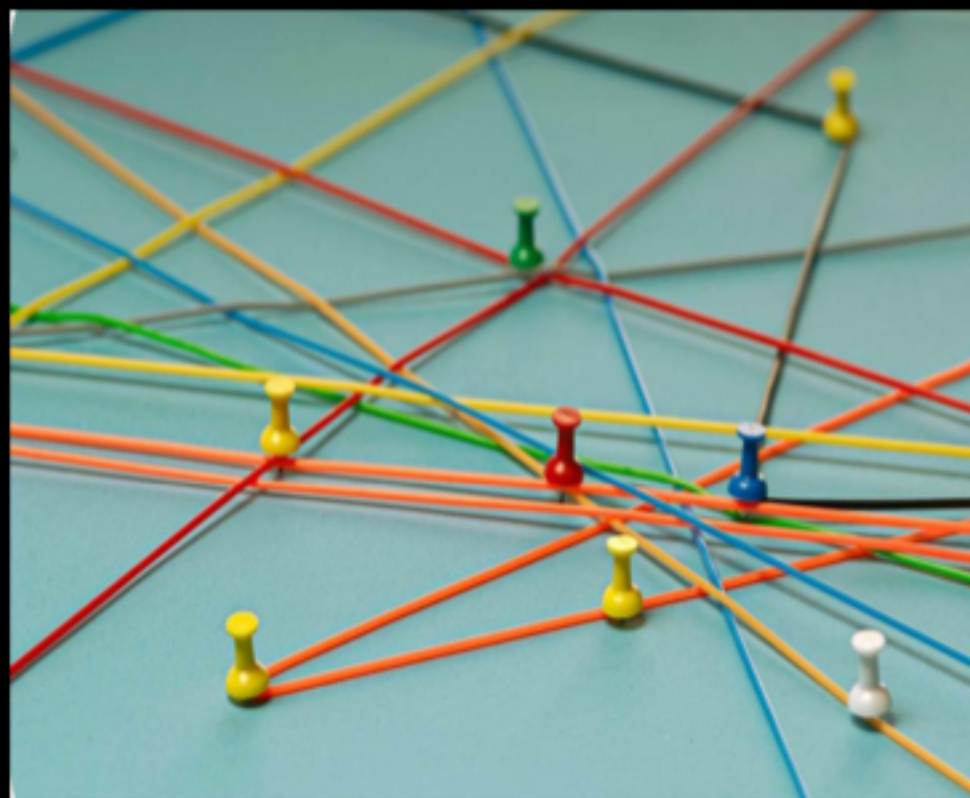


Figure 11. Connecting yarn

Pros

- The standards are trying to make a universal system

Cons

- Children's access to arts education as part of their core education

Pros

- The standards are trying to make a universal system
- Improving the educational system through the quality of education given
- Federal law does require that all schools that receive federal funding must provide services to meet the individual needs of students with special needs or disabilities and provide access to the general curriculum, which may include art instruction

Cons

- Children's access to arts education as part of their core education continues to be uneven across our nation's nearly 14,000 school districts.
- Students must meet standards before advancing in other lessons.
 - *No child left behind act* can keep other advanced students from making progress.

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Photo Credit

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