

INTRODUCTION

VISUAL AND PERFORMING ARTS STANDARDS



Catalina Foothills School District
June 2017

Introduction to the Visual and Performing Arts Standards

The Catalina Foothills School District (CFSD) has a long-standing commitment to providing students with a comprehensive arts education. The adoption of the Visual and Performing Arts standards and programs signify CFSD's understanding that the Arts are an essential part of a total program of study, and also contribute to raising overall student achievement. Artistically literate graduates are well-equipped with the creativity, communication, critical thinking, problem solving, and collaborative skills necessary to live rich, meaningful lives.

The CFSD Visual and Performing Arts standards build upon the philosophy and goals of the 2014 National Core Arts Standards (NCAS) and the National Association for Music Education (NAfME) standards. The Arizona Academic Standards in the Arts (2015) are also referenced and used in the collective work. The standards provide a structure within which educators can provide all students with key arts experiences. Through creative practices (imagine, investigate, construct, reflect), these experiences help students to understand what it means to be artistically literate, and how that literacy prepares them for a lifetime of artistic pleasure and appreciation.

Artistic Literacy

The CFSD Academic Standards in the Visual and Performing Arts embrace the idea of **artistic literacy** – the ability of students to create art, perform and present art, respond to or critique art, and connect art to their lives and the world around them. Developing artistic literacy in our students is the overarching goal of arts learning and programming in CFSD.

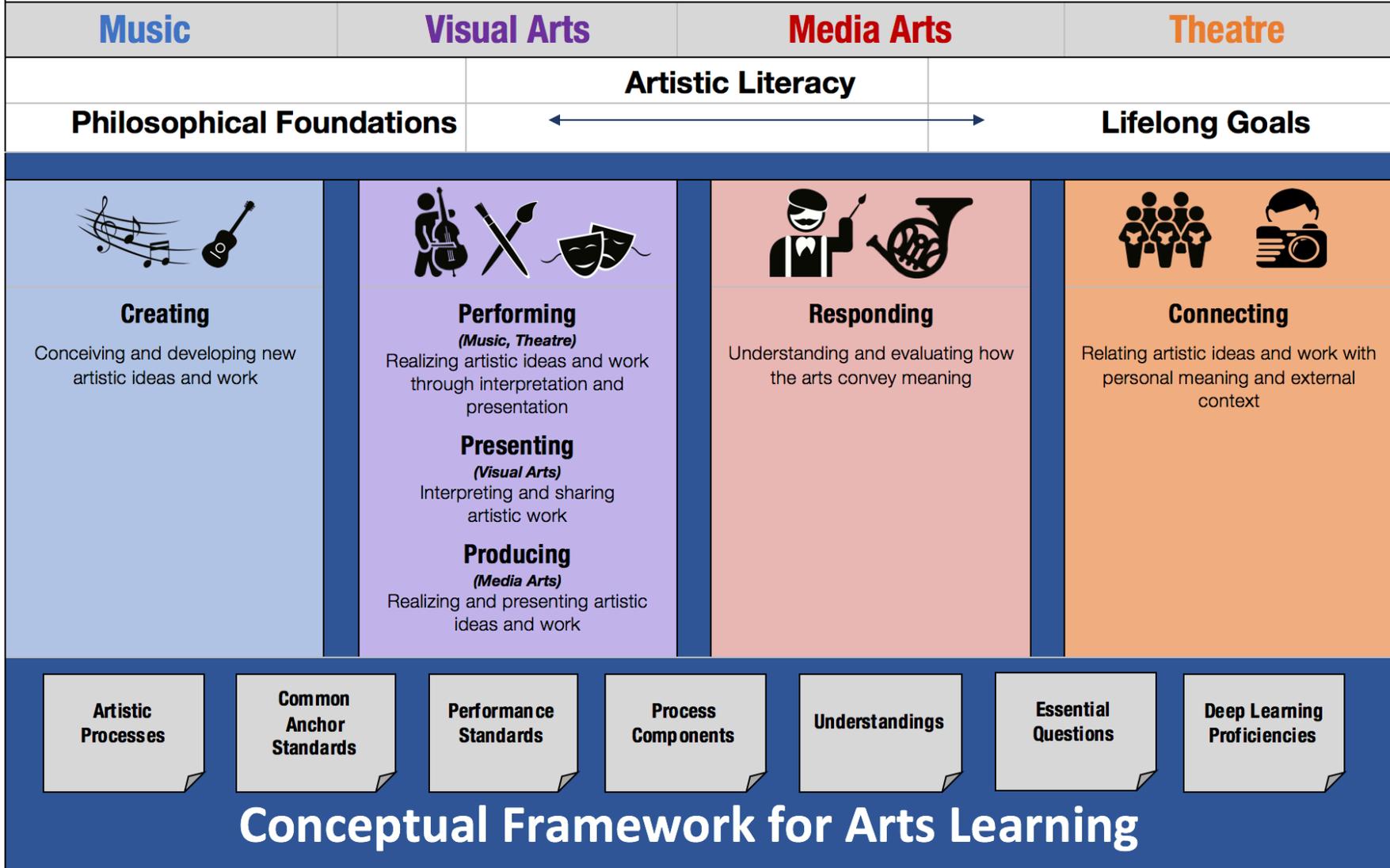
The following definition of artistic literacy from the National Coalition for Core Arts Standards (2014) guides the work:

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 CFSD **Conceptual Framework for Arts Learning**, found on the next page, communicates the purpose and relationship of the major elements of the new arts standards: Philosophical Foundations/Lifelong Goals, Artistic Processes, Anchor Standards, Performance Standards, Process Components, Understandings, Essential Questions, and Deep Learning Proficiencies. All of these elements are displayed visually to illustrate their role in the development of knowledge and skills for the arts disciplines studied, as well as their overarching function of cultivating the goal of artistic literacy.

CFSD VISUAL & PERFORMING ARTS STANDARDS



2017 - CFSD (Based on the work of the NCCAS)

Philosophical Foundations and Lifelong Goals

The philosophical foundations and lifelong goals establish the basis for the new standards and illustrate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the arts disciplines.

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 and 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.

Visual and Performing Arts Core Belief Statements

The Catalina Foothills School District's Visual and Performing Arts program is organized around core beliefs that guide our actions with students and colleagues. Our commitment to students is to provide them with an exemplary student-centered arts education that enables them to participate actively as consumers and makers of the arts in the global community.

We believe. . .

- A quality visual and performing arts education is an essential part of a comprehensive academic program for all students.
- The arts foster lifelong learning skills such as creativity, collaboration, communication, critical thinking, and problem solving.
- Artistic literacy is the knowledge and understanding required to participate authentically in the arts.
- The arts educate, communicate, and inspire a deeper understanding of self, community, and cultures around the world.
- Education and engagement in the arts, delivered by highly skilled and qualified arts specialists, ensures the kind of rigor in arts study that leads to artistic literacy and independence.
- Creating and communicating through the arts is a uniquely human experience that resonates across cultures.
- Learning experiences in the arts includes a progressive development of skills, incorporating the latest research, practices, and technology.
- Artistic literacy cultivates connections among and between the arts and other disciplines.
- A successful arts program engages the community as an active partner in promoting and experiencing the arts.



Art is not what you see, but what you make others see. – Degas

Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything. – Plato

Organization of the Standards

The organization of the standards reflects the importance of separate arts disciplines (e.g., music, theatre, visual arts, media arts) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. An essential goal of the standards is that all students have regular, sequential arts instruction throughout their K-12 education.

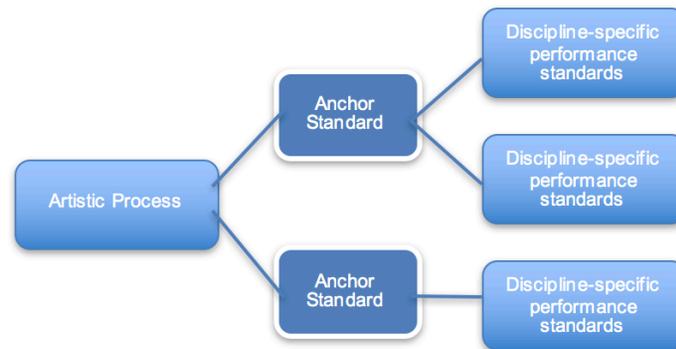
Artistic Processes

The CFSD visual and performing arts standards are arranged under four actions or skill sets called **artistic processes**. They are Creating, Performing / Presenting / Producing, Responding, and Connecting. They are designed to answer the question, “What do artists do?” While the artistic processes are consistent across all arts disciplines, individual courses or grade levels will determine focus areas. For example, students in an ensemble course will spend more time in Performing, while students in a Composition and Theory course will experience more learning in the Creating and Responding processes.

- **Creating** involves conceiving and developing new artistic ideas and work in the arts disciplines, or it may involve improvising in music or theatre.
- **Performing/Presenting/Producing** is a multi-faceted process. **Performing** in music and theatre is the realization of artistic ideas and work through interpretation and presentation. **Presenting** in visual arts is the interpreting and sharing of artistic work. **Producing** in media arts is the realization and presenting of artistic ideas and work.
- **Responding** to the arts involves understanding and evaluating how the arts convey meaning.
- **Connecting** in the arts involves relating artistic ideas and work with personal meaning and external content.

Anchor Standards

Each of the four artistic processes branches into **anchor standards**. The anchor standards describe the general knowledge and skills or “big ideas” that are embodied within each **artistic process**. The anchor standards serve as the tangible educational expression of artistic literacy. As with the artistic processes, the anchor standards are shared across the arts disciplines. Each anchor standard is further defined by one or more performance standards, which are discipline-specific and change with each grade level (K-8) and each level in high school.



Performance Standards

For each grade level or course, **performance standards** are specified for each of the anchor standards and artistic processes. The performance standards describe student learning in each of the specific arts disciplines. In the visual arts, for example, they are grade-by-grade articulations of student achievement at grades K-8. Because specialization in the performing arts can begin at the middle school, the music ensemble standards are presented at two levels of proficiency: novice and intermediate. The high school standards for both the visual and performing arts are presented at three levels of proficiency: proficient, accomplished, and advanced.

Descriptors for Performance Achievement Levels

Novice*	Intermediate*	Proficient	Accomplished	Advanced
<i>A level of achievement attainable by most students in the first year(s) of study.</i>	<i>A level of achievement attainable by most students who complete 2-4 years of study.</i>	<i>A level of achievement attainable by most students who complete a high school level course in the arts (or equivalent) beyond the foundation of PreK-8 instruction.</i>	<i>A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the Proficient level.</i>	<i>A level and scope of achievement that significantly exceeds the Accomplished Level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for Accomplished achievement.</i>
Students at the Novice level have started specialization in an art form of their choice. They are beginning to develop the basic artistic understanding and technique to create, perform, and respond according to their skill level. Students explore means of artistic expression. They may participate in presentation and performance opportunities in and out of school. Their curiosity in the art form begins their journey toward personal realization and wellbeing.	Students at the Intermediate level are continuing study in a chosen specialized art form. Their development continues in artistic understanding and technical and expressive skills, enabling the student to begin to independently and collaboratively create, perform, and respond at their given skill level. Their presentation and performance opportunities in and out of school increase. Through continued study of their art form, they continue their journey toward personal realization and wellbeing.	Students at the Proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the art form to be an important form of personal realization and wellbeing, and make connections between the art form, history, culture and other learning.	Students at the Accomplished level are, with minimal assistance, able to identify or solve arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products, performances, or presentations that demonstrate technical proficiency, personal communication and expression. They use the art form for personal realization and wellbeing, and have the necessary skills for and interest in participation in arts activity beyond the school environment.	Students at the Advanced level independently identify challenging arts problems based on their interests or for specific purposes, and bring creativity and insight to finding artistic solutions. They are adept at using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college level work. They exploit their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.

*Used in Music only

Process Components

Process components are the actions artists carry out as they complete each artistic process (e.g., Imagine, Plan and Make, Rehearse, Evaluate and Refine). The students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The process components serve as the action verbs that build toward the artistic processes.

Understandings and Essential Questions

The standards have been written using **understandings** and **essential questions** to help both teachers and students organize the information, skills, and experiences within the artistic processes. Understandings and essential questions focus on what are often called “big ideas,” which have a lasting value beyond the classroom and have been shown to facilitate greater transfer in learning. Each arts discipline has its own set of understandings and essential questions; they differ for each anchor standard, but are the same across levels.

Deep Learning Proficiencies

While each of the arts disciplines has its own unique set of knowledge, skills, and processes, they share common characteristics that makes arts education powerful preparation for college and career pathways, and a fulfilling life (P21: Partnership for 21st Century Learning). The arts standards focus on the **deep learning proficiencies** of Creativity and Innovation, Critical Thinking and Problem Solving, Communication, and Collaboration.

- Creativity and Innovation are essential for the development of knowledge and skills in arts education. The fundamental creative practices of imagination, investigation, construction, and reflection, which are essential in the arts but equally important for science and mathematics learning, are cognitive processes by which students not only learn within an individual discipline but also transfer their knowledge, skill, and habits to other contexts and settings. Creative practices are essential for teaching and learning the arts, and are therefore included in the standards documents to help arts teachers identify methods to implement the arts standards. The inclusion of creative practices in instruction and the recognition that creativity is an integral tool for learning, positions Creativity and Innovation as an inherent aspect of teaching and learning in the arts.
- Critical Thinking and Problem Solving is the vehicle through which students learn the higher-order thinking skills necessary to engage in the artistic processes and, therefore, begin to achieve artistic literacy.
- Communication lies at the heart of the arts. In studying the arts, students develop a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing and evaluating meaning.
- Collaboration is also an inherent part of arts instruction, whether the collaboration includes all of the students in a performing cast or ensemble, or the partnership between a single artist and his or her peers and audience or in a shared visual arts project that incorporates the ideas and techniques of multiple student artists.

Collectively, the framework for the CFSD academic standards in the arts is a cohesive and aligned system that allows for commonality across and specificity within each arts discipline, establishing the appropriate level of breadth and depth required for students to develop artistic literacy. We believe these standards provide a framework for quality arts education programs for students.

COMMON ANCHOR STANDARDS

ANCHOR STANDARD	ARTISTIC PROCESS	THEATRE – VISUAL ARTS – MEDIA ARTS	MUSIC
#1	Creating	Generate and conceptualize artistic ideas and work.	Generate musical ideas for various purposes and contexts.
#2	Creating	Organize and develop artistic ideas and work.	Select and develop musical ideas for defined purposes and contexts.
#3	Creating	Refine and complete artistic work	<ul style="list-style-type: none"> Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
#4	Performing	Analyze, interpret, and select artistic work for presentation.	<ul style="list-style-type: none"> Select varied musical works to present based on interest, knowledge, technical skill, and context. Analyze the structure and context of varied musical works and their implications for performance. Develop personal interpretations that consider creators' intent.
	Presenting		
	Producing		
#5	Performing	Develop and refine artistic work for presentation.	Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
	Presenting		
	Producing		
#6	Performing	Convey meaning through the presentation of artistic work.	Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
	Presenting		
	Producing		
#7	Responding	Perceive and analyze artistic work.	<ul style="list-style-type: none"> Choose music appropriate for specific purposes and contexts. Analyze how the structure and context of varied musical works inform the response.
#8	Responding	Interpret intent and meaning in artistic work.	Support an interpretation of a musical work that reflects the creator's / performer's expressive intent.
#9	Responding	Apply criteria to evaluate artistic work.	Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
#10	Connecting	Synthesize and relate knowledge and personal experiences to make art.	Synthesize and relate knowledge and personal experiences to make music.
#11	Connecting	Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	Relate musical ideas and works with varied context to deepen understanding.

RESOURCES

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