

New York State Learning Standards for the



NEW YORK STATE EDUCATION DEPARTMENT

Guidance on Implementing the

**New York State
Revised Learning Standards for the Arts
Summer 2017**

TOGETHER WE • CREATE • PRESENT
PERFORM • RESPOND • CONNECT
PRODUCE

PREFACE

The 2017 ***New York State P-12 Learning Standards for the Arts*** are designed to develop artistically literate citizens. An artistically literate citizen has the knowledge, skills, and understanding to actively engage in the arts throughout their lives. The intrinsic nature of the arts leads to and promotes a civilized, sustainable society. Artistically literate graduates are career and college ready, capable of understanding and addressing the needs of society, and participating in a global economy.

Through creating, performing, responding, and connecting in the arts, students generate experiences, construct knowledge, and build a more integrated understanding of self and community. They explore and express ideas, feelings, and beliefs about the past and present; discover new ideas; and begin to envision possible futures. Through careful study of their own and others' art, students explore and make sense of the broad human condition across time and cultures.

Arts literacy also fosters connections between 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. Indeed, an arts-literate individual recognizes the value of the arts as a place of free expression; and the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of their communities (both local and global, in person and virtually); and works to introduce the arts into those settings.

(New York State Statewide Strategic Plan for the Arts (rvsd), April 2017, p. 2)

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PART 1
General Information and Guidance

SECTION 1 RECOMMENDED ACTION and RATIONALE

New York State recommends adopting and integrating the new 2017 P-12 Learning Standards for the Arts (Dance, Music, Theater, Visual and Media Arts), which are based on the 2014 National Core Arts Standards, by the 2018-2019 Academic Year.

This document articulates the lens through which to view the new Arts Standards, and provides guidance for implementation across the State of New York.

Goal: Artistic Literacy for All Students in New York State

The New York State Education Department (NYSED) requires all New York State public schools, regardless of student age or grade level served, or school configuration, to provide sequential programs of study in the arts that are challenging and rigorous, and meet the *New York State Learning Standards for the Arts*, originally published in 1996.¹ Established learning standards for the arts signify New York State's recognition that the arts are essential for a well-rounded, complete education, and contribute to raising overall student achievement.²

The revised 2017 *New York State P-12 Learning Standards for the Arts* both respect enduring traditions and provide necessary updates to prepare our students to navigate their lives as individuals and future citizens. The 2017 standards are designed to help students grow into artistically literate citizens, who achieve well-developed creative and aesthetic capacities, as well as robust critical thinking skills, and a broad base of communication skills. An artistically literate high school graduate has had sustained engagement in one or more of the five arts disciplines: Dance, Music, Theater, Visual, and Media Arts; and is prepared with the knowledge, skills, and understanding to actively engage in the arts throughout his or her life.

Artistic literacy cultivates the crucial skills necessary for student success as New York State looks toward its social and economic future. The arts provide unparalleled

¹ See Part 100 of the Commissioner's Regulations at <http://www.p12.nysed.gov/part100/home.html> and the 1996 NYS Arts Standards at <http://www.p12.nysed.gov/ciai/arts/pub/artlearn.pdf>.

² See *Child Development and Arts Education: A Review of Current Research and Best Practices*; prepared by The College Board for The National Coalition for Core Arts Standards, January, 2012; found at <http://www.nationalartsstandards.org/sites/default/files/College%20Board%20Research%20-%20Child%20Development%20Report.pdf>

access to knowledge and culture for *all* students, given the multiple modes of learning and expression the arts encompass and integrate. Through creating, performing, responding, and connecting in the arts, *all* students can generate meaningful experiences, construct knowledge about the world, and build a more integrated understanding of self and community.

Work in the arts directly engages students in a complex array of choices and critical decisions that require independent and collaborative goal-seeking, persistence in overcoming creative and technical obstacles, and the search for multiple solutions. Study in the arts inspires, engages, challenges, and focuses the mind; builds collaboration and problem-solving skills, and lays a foundation for ongoing creative capacity. To remain and grow as a nation of innovators and creators, we strongly value development of these skills and attitudes in all of our students.

Arts literacy also fosters connections between the arts, and between the arts and other disciplines, thereby providing opportunities to innovate and create new ideas; and to access, develop, express, and integrate meaning across a variety of content areas. Indeed, an arts-literate individual recognizes the value of the arts as a place of free expression. She or he also recognizes the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of his or her communities, and works to introduce the arts into those settings. An arts-literate citizen is equipped to live a rich, meaningful life³, and to join with others in expanding such opportunities for all to share.

For further information and access to the extensive research behind the proposed revisions, please see the New York State Statewide Strategic Plan for the Arts (April 2017)⁴ and the National Core Arts Standards: A Conceptual Framework for Arts Learning (July 2016)⁵.

Background

NYSED recognizes that to meet the contemporary and future needs of students in our state, our learning standards must undergo periodic review and revision. Along with Learning Standards in six other academic areas, the *New York State Learning*

³ *New York State Statewide Strategic Plan for the Arts*, April 2017 (rvsd), p. 2, found at <http://www.p12.nysed.gov/ciai/arts/SPrevisedfinal.pdf>

⁴ *ibid.*

⁵ Find at <http://www.nationalartsstandards.org/sites/default/files/Conceptual%20Framework%2007-21-16.pdf>.

Standards for the Arts were first approved by the Board of Regents in 1996, with the intention that these standards would be “continually revised.”⁶

In 2010, the National Coalition for Core Arts Standards (NCCAS) began writing national arts standards as part of the Next Generation Arts Standards Project. Over a four-year period, the national work developed with New York State arts educators participating in reviewing and refining drafts of the Dance, Media Arts, Music, Theater, and Visual Arts Standards.

Working in conjunction with NYSED, educators from the arts disciplines developed the *New York State Statewide Strategic Plan for the Arts*, from 2015-2016. The *Strategic Plan*’s first Critical Component is to “Adopt new New York State P-12 Learning Standards for the Arts.”⁷

In 2016, NYSED brought arts educators together to revise the 1996 ***New York State Learning Standards for the Arts***, using the 2014 National Core Arts Standards (NCAS) as a major resource. These educators represented the four arts disciplines supported by the 1996 standards (Dance, Music, Theater, and Visual Arts) plus a new fifth discipline (Media Arts), and the varied demographic populations and geographic regions of New York State.

The new arts standards were finalized earlier this year (2017) through educator/grass-roots participation and broad stakeholder feedback. NYSED staff surveyed the field, and brought the teams of writers back together to review and refine the drafts that were released for statewide input. The revised 2017 ***New York State P-12 Learning Standards for the Arts*** are the result of that work and have been approved by the NYS Board of Regents (September 2017).

The vision and intention of the *New York State Strategic Plan for the Arts* and the *New York State P-12 Learning Standards for the Arts* are that...

All New York State P-12 students are provided with access to learning in Dance, Music, Theater, Visual and Media Arts; delivered by certified teachers employing instruction reflective of research and best practices; in districts using sequential, standards-based arts curricula; along with

⁶ *Learning Standards for the Arts*, New York State Education Department, April 1996, p. v.

⁷ *New York State Statewide Strategic Plan for the Arts*, April 2017 (rvsd), p. 5. The complete list of critical components includes: 1. Standards; 2. Professional Development (2.1 Curriculum, 2.2 Assessment, 2.3 Instruction); 3. Materials & Resource Support; and 4. Administrative and Community Support.

*quality resources and support from community stakeholders at large.*⁸

Along with the development of new arts standards, the *New York State Statewide Strategic Plan for the Arts* articulates the components that are critical to their success: Professional Development (Curriculum, Instruction and Assessment); Materials and Resources Support; and Administrative and Community Support. The plan emphasizes that each of the critical components is necessary. Critical Component 2.3 Assessment has one goal:

*Support the development of formative and summative assessments at the state, regional, and local levels that measure student achievement of the NYS P-12 Learning Standards for the Arts, and empower educators to use the data resulting from these assessments to enhance teaching and learning.*⁹

As we move forward with this plan it will be important to note, and begin to integrate, the work resulting from the Board of Regents directive to develop alternative pathways to graduation, in the arts. In 2015, the Board of Regents gathered arts leaders across the state together to identify arts assessments that were to be considered for 4+1 Arts Pathway. The task of the Blue Ribbon Commission on the Arts was to make detailed recommendations regarding the development of an Arts Pathway for NYS students. This detailed report is an addendum to the *New York State Statewide Strategic Plan*. In the report, the Blue Ribbon Commission for the Arts suggests a “capstone” or culminating project protocol defined collaboratively by the student and the teacher to display a student’s achievements as a result of instruction and experience.¹⁰

Arts stakeholders should use this guide and the Strategic Plan to help begin the professional development necessary for a transition to and implementation of the 2017 ***New York State P-12 Learning Standards for the Arts***.

⁸ *New York State Statewide Strategic Plan for the Arts*, April 2017 (rvsd), p. 4.

⁹ *Ibid*, p. 9.

¹⁰ *Ibid*, Appendix A, p. 15.

SECTION 2 ORGANIZING PRINCIPLES

In the 2017 *New York State P-12 Learning Standards for the Arts*, all the arts disciplines share common organizing principles. These are called Artistic Processes, which define the important, “large category” ways we engage with the arts. Though presented as separate areas for curriculum planning and analysis, the processes are interdependent parts of a larger whole, and are not designed to be taught in isolation.

The Artistic Processes shared by all arts disciplines include **Creating**, **Performing/Producing/Presenting**, **Responding**, and **Connecting**. These processes further divide into eleven Anchor Standards, which continue to be commonly shared by all 5 arts disciplines. See [Figure 1](#), next page.

Within each arts discipline’s standards, discipline-specific Process Components (modes of thinking; i.e. Investigate, Research, Reflect, etc.), Enduring Understandings, and Essential Questions provide the conceptual framework for the learning of content, habits of mind, techniques, and skills.¹¹ The creation of art remains central as students focus on imagining, investigating, constructing, and reflecting on the world and their relationship to it.

Each arts discipline’s approach to fulfilling the Anchor Standards and Enduring Understandings is expanded and delineated through discrete sets of Performance Indicators across the P-12 spectrum. These Performance Indicators identify the learning that we want for all New York State students and, as such, should drive improvement in our State’s school arts programs.

To realize these new standards, instructional resources need to be put in place to ensure success for both educators and students. (For more information, see the *New York State Statewide Strategic Plan for the Arts*, Critical Components 2 and 3).¹²

Engaging fully in the arts as prescribed by these Standards allows individuals to develop and eventually attain their true creative potential while fostering a deeper understanding of what binds us together as human beings artistically, culturally, socially,

¹¹ As noted earlier, the 2017 New York State P-12 Learning Standards for the Arts were based upon The National Core Arts Standards, which were written using a method of backward design process called *Understanding by Design* (Grant Wiggins and Jay McTighe, 2005). This curriculum design method is considered a best practices standard for engaging students deeply in substantive learning, and continues to play an essential role the new 2017 NYS arts standards.

¹² *New York State Statewide Strategic Plan for the Arts*, April 2017 (rvsd), pp. 6-11.

and emotionally.

Figure 1: Conceptual Framework for the 2017 New York State P-12 Learning Standards for the Arts

New York State Learning Standards for the Arts Conceptual Framework			
Shared by All Arts Disciplines			Discipline-Specific Performance Indicators
Artistic Processes		Anchor Standards	
Cr Creating Conceiving and developing new artistic ideas and work.			1. Generate and conceptualize artistic ideas and work.
			2. Organize and develop artistic ideas and work.
			3. Refine and complete artistic work.
Pr	Performing Music Dance Theater	Realizing artistic ideas and work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.
	Presenting Visual Arts	Interpreting and sharing artistic work.	5. Develop and refine artistic techniques and work for presentation.
	Producing Media Arts	Realizing and presenting artistic ideas and work.	6. Convey meaning through the presentation of artistic work.
Re Responding Understanding and evaluating how the arts convey meaning.			7. Perceive and analyze artistic work.
			8. Interpret meaning in artistic work.
			9. Apply criteria to evaluate artistic work.
Cn Connecting Relating artistic ideas and work with personal meaning and external context.			10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
			11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

All Arts Disciplines
Performance Indicators are written for each grade level, within each arts discipline:

- Pre-K – 8
- High School
 - HSI – Proficient
 - HSII – Accomplished
 - HSIII – Advanced

.....

Music Only
General Music

- Pre-K – 8

In additional strands:

- Harmonizing Instruments, Traditional and Emerging Ensembles
 - Novice – Gr 5
 - Intermediate – Gr 8
- Composition & Theory, Technology
 - HSI – Proficient
 - HSII – Accomplished
 - HSIII – Advanced

SECTION 3 BRIEF OVERVIEW of PRIMARY CHANGES

Figure 2: New York State Art Standards Then and Now



From Four to Five Disciplines

In the 1996 Arts Standards, four major arts disciplines were recognized – Dance, Music, Theater, and Visual Arts. Media Arts were included as a subset of the Visual Arts. In response to enormous technological change and development in art forms, the 2017 Arts Standards list Media Arts as a separate discipline in order to highlight their unique working methods, forms, and outcomes; and to encourage interdisciplinary collaborations between all arts disciplines through media arts integration. However, Media Arts remains a substantial extension of Visual Arts for now and the near future, as reflected in the current Part 100 regulations.¹³

From Four Standards to Eleven Anchor Standards

In the 1996 Arts Standards, four major standards were shared across the four arts disciplines, which dealt primarily with the various areas of content needed for quality arts curricula. In the newly revised standards, all of the arts disciplines share eleven common goals, which are called **Anchor Standards**. These anchor standards elaborate on the artistic thinking and working processes of Creating, Performing/Presenting/Producing, Responding, and Connecting. See **Figure 3**, next page.

From Grade Bands to Grade Level Performance Indicators

The 1996 Arts Standards were separated into three Grade Bands: Elementary, Intermediate, and Commencement levels. These levels aligned with the Part 100 regulations that prescribed amount of time for arts study, units earned, and certification status of arts teachers at different levels. Elementary included grades K-6, and Intermediate included grades 7-8. Commencement included two levels: the Commencement General Education Level (CGEL) which applied to the one unit of credit needed to graduate high school; and the Major Sequence Level (MSL) which was in addition to the CGEL requirements for those students pursuing a 3 or 5-unit sequence in the arts. Each grade band shared a set of Performance Indicators, that outlined what students would need to know and be able to do by the time they completed the sequenced levels contained in that grade band. The performance indicators thus described *endpoints* of a standards based curriculum.

The 2017 Arts Standards are divided into thirteen levels: PRE-K , K, 1, 2, 3, 4, 5, 6, 7, and 8; and three High School levels: HSI Proficient, HSII Accomplished, and HSIII Advanced. These divisions are more specific in helping teachers design curricula that

¹³ Current Commissioner's Regulations include Visual Arts and have Media Arts as a major sequence option within the discipline. See the NYS Visual Arts Education Course of Study Flow Chart at: <http://www.p12.nysed.gov/ciai/arts/pub/VisChart.pdf>.

move students along a continuum of progress towards standards achievement. They also provide more flexibility in response to the broad variation of building/grade level configurations from district to district across the state.

For more detailed information on how to adjust to and implement grade level PIs in situations where sequential instruction in an arts discipline has not been fully available in Pre-K-8, or students are not yet on grade level, see the Discipline-Specific sections in Part 2.

Figure 3: Standards Comparison

1996 ARTS Standards	
Standard 1	Creating, Performing, and Participating in the Arts
Standard 2	Knowing and Using Arts Materials and Resources
Standard 3	Responding to and Analyzing Works of Art
Standard 4	Understanding the Cultural Dimensions and Contributions of the Arts

Artistic Process	2017 ARTS Anchor Standards
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Creating	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.
Performing Presenting Producing	Anchor Standard 4	Select, analyze, and interpret 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.
Responding	Anchor Standard 7	Perceive and analyze artistic work.
	Anchor Standard 8	Interpret meaning in artistic work.
	Anchor Standard 9	Apply criteria to evaluate artistic work.
Connecting	Anchor Standard 10	Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
	Anchor Standard 11	Investigate ways that artistic work is influenced by the societal, cultural, and historical context and, in turn, how artistic ideas shape cultures, past, present, and future.

Figure 4: Grade Division Comparison

1996 Arts Standards Grade Bands			2017 Arts Standards Grade Levels	
Elementary		Grades K-6	Pk	4
Intermediate		Grades 7-8 (1/2-unit credit)	K	5
Commencement	CGEL	Applies to a foundational arts course used to earn the 1 unit of arts credit	1	6
			2	7
			3	8
			High School Level I (HSI) – Proficient	Applies to a foundational arts course, used to earn the 1 unit of arts credit required to graduate high school

		required to graduate high school		
	MSL	In addition to the CGEL standards, applies to those courses used to fulfill a 3 or 5-unit sequence in the arts	High School Level II (HSII) – Accomplished	In general, applies to those arts courses beyond the foundational level; used to guide and assess the 2 nd - 3 rd units of credit in an arts sequence
			High School Level III (HSIII) – Advanced	In general, applies to those arts courses beyond the accomplished level; used to guide and assess the 4 th - 5 th units of credit in an arts sequence

SECTION 4 IMPLEMENTING the 2017 NEW YORK STATE P-12 LEARNING STANDARDS for the ARTS

As arts leaders and arts educators build programming around these new standards, it is important for all stakeholders in New York State to consider the following:

Regulations and Resources

- In the New York State Part 100 Regulations of the Commissioner of Education, all New York State P-12 students are required to receive instruction in the Arts, including access to Dance, Music, Theater, Visual (and Media) Arts.¹⁴
- New York State Commissioner's Regulations, Parts 100.1-100.16¹⁵ require standards-based sequential curricula and instruction that is delivered by certified arts teachers and is grounded in NYS Arts Syllabi and curriculum.¹⁶
- National, global, and local resources are essential in fully realizing and facilitating the achievement of these standards. Arts organizations, colleges and universities, museums, and teaching artists, etc. enrich programs and engage students, adding different dimensions and cultural perspectives to curricula.

Curriculum

- The 2017 ***New York State P-12 Learning Standards for the Arts*** are to be used in the writing and implementation of strong, local curricula across the State, keeping in mind that arts standards are intended to promote creativity and artistic literacy.
- The 2017 ***New York State P-12 Learning Standards for the Arts*** provide the groundwork for instruction in artistic media and styles yet to be envisioned. As society evolves and changes, forms of expression through the arts change and evolve as well. The standards allow for curricula to include these new forms of expression as they emerge.

¹⁴ Current Commissioner's Regulations include Visual Arts and have Media Arts as a major sequence option within the discipline. See the NYS Visual Arts Education Course of Study Flow Chart at: <http://www.p12.nysed.gov/ciai/arts/pub/VisChart.pdf>.

¹⁵ See <http://www.p12.nysed.gov/part100/home.html>.

¹⁶ NYS Arts Publications can be accessed at: <http://www.p12.nysed.gov/ciai/arts/pubart.html>.

- The 2017 ***New York State P-12 Learning Standards for the Arts*** scaffold from Pre-K to commencement, in a spiral that addresses anchor standards and enduring understandings in increasingly complex ways through the grades. Within a standard, each grade/level performance indicator is a building block upon which the next is built. There is a presumption that the material covered in previous levels has been successfully accomplished, and will be carried forth to the next. Educators should be familiar with the levels below and above their grades to develop appropriate curricula for their students.

- The four artistic processes of
 - Creating,
 - Performing/Presenting/Producing,
 - Responding, and
 - Connectingshould be incorporated into instruction simultaneously. Effective lessons and units move fluidly between the processes, rather than address them in isolation.

- The four artistic processes are grounded in the in-depth experiences of the “making” and “doing” that is inherent in the arts disciplines. It should be noted that each process need not be present in every lesson or unit, and that some courses of study will devote more time in one process component than the others. The subtle aspects of the artistic processes are not necessarily linear in nature but are recursive. All processes, however, should be incorporated cyclically to ensure that each student encounters and experiences them throughout an art curriculum.

- The 2017 NYS Arts Standards consist of 11 common anchor standards that are the same for each of the five arts disciplines. Each artistic discipline has foundational knowledge and skills integrated throughout these standards. Each of the 11 standards do not necessarily have the same weight or importance for each arts discipline. All standards, however, should be incorporated cyclically to ensure that each student encounters and experiences them throughout an art curriculum.

- Teachers and administrators should be mindful of an appropriate balance between process and product, providing sufficient instructional time for exploration, practice, and reflection.

- As in the past, districts will have to adopt the new NYS Learning Standards to enhance, develop, and revise their own P-12 Arts curricula. It is understood that the scope of a school or district's art curriculum is directly correlated with the number and type of resources provided at the school or district level. Such resources include number of certified arts staff, range of coursework offered, funding, available adequate classroom space, equipment, etc. Regardless of level of resource(s), because the 2017 ***New York State P-12 Learning Standards for the Arts*** provide flexibility, well-planned curriculum and high-quality instruction can scaffold students to achieve the full complement of the eleven standards and experience arts learning in increasingly sophisticated ways, over time. Districts should, however, continue to (or increase, as needed) support for quality arts learning for all students. (For a full explanation, see the *Opportunity to Learn Standards*.)¹⁷
- The National Core Arts Standards have been written using a method of backward design process called *Understanding by Design* (Grant Wiggins and Jay McTighe, 2005). Though districts need not use *Understanding by Design* (UbD) when writing curricula, it is important for curricula writers to note the framework. In the standards, enduring understandings and essential questions connect the anchor standards to the process components. Local districts do not have to adopt these enduring understandings and essential questions as a part of their curricula; however, they may serve as a valuable resource when writing curricula.

Student Assessment, Evaluation, and Reporting

- As the new 2017 arts standards are rolled out and district curricula is updated, administrators and teachers will need to develop assessments aligned with state standards and local goals to measure student learning. Assessments that are authentic and based on real world arts-making tasks are vital to support student learning. Quality arts assessments, both summative and formative, will provide students with opportunities to engage in diverse approaches, styles and interpretations of work.
- While not part of the 2017 ***New York State P-12 Learning Standards for the***

¹⁷ *Opportunity to Learn Standards* found at: https://nafme.org/wpcontent/files/2014/11/Opportunity-to-Learn-Standards_May2015.pdf.

Please note: The National Association for Music Education has the most up to date revision (2015) of these standards, and the National Art Education Association has published a set of *Opportunity to Learn Standards* as part of their 2014 publication, *Purposes, Principles, and Standards for School Art Programs* (No. 330). It is anticipated that each of the arts disciplines will provide revisions in the future as well.

Arts, the Model Cornerstone Assessments (MCAs) included in the National Core Arts Standards serve as a resource for New York State arts educators in creating curriculum-embedded assessments and establishing benchmarks of student work that are aligned with both the standards and individual district needs.

- While the 2017 ***New York State P-12 Learning Standards for the Arts*** are flexible, individual performance indicators assume proficiency of the prior level's outcomes. The progressive structure of the Performance Indicators from Pre-K to HS Advanced maps out a pathway for teaching and assessing increasing levels of skill, knowledge, and habits of mind in a particular strand of arts learning. Utilizing the progressive structure of the Performance Indicators from Pre-K to HS Advanced, teachers can assess students for *progress toward a standard*, gauged from where they started the grade level (or course).
- It is understood that in a high quality, authentic curriculum, just as one standard is not achieved in isolation of other standards, one standard's performance indicators are not achieved in isolation of other standards and their performance indicators. Instruction and assessment should address those that occur naturally together in a lesson or unit. Pre-assessments, ongoing formative assessments, summative and/or post-assessments informed by the standards and performance indicators will help teachers monitor student progress along a continuum towards standards achievement, and attune their instruction as needed.
- In order to provide supportive and valuable feedback, district administrators, particularly those evaluating arts educators, need to have a deep understanding of artistic processes and the ways that they present themselves in classroom settings. Administrators without this understanding should seek professional development opportunities in order to best meet the needs of their arts staff in their personal and individual growth through the evaluative process.

SECTION 5 POLICY GUIDANCE for the IMPLEMENTATION of the 2017 *NEW YORK STATE P-12 LEARNING STANDARDS for the ARTS*¹⁸

The New York State Education Department calls for arts learning that supports the whole child by creating artistically literate citizens who are well equipped with the communication and critical-thinking skills and the creativity needed to live rich, meaningful lives. The following guidelines are recommended to support the implementation of the 2017 ***New York State P-12 Learning Standards for the Arts*** in our schools.

New York State Education Department Responsibilities

- Ensure equity of arts learning opportunities and resources for all students in New York State.
- Provide a vision and policy for Prekindergarten to Grade 12 arts learning that are aligned with college entry requirements, and inclusive of recommended resources for achieving high standards in the arts.
- Provide ongoing, in-depth professional development on the 2017 ***New York State P-12 Learning Standards for the Arts*** for all New York State arts educators and administrators.
- Recognize and disseminate relevant resources: high-quality curricula from a sampling of diverse districts, sample lesson plans; information on evaluating arts educators, research on best practices regarding artistic literacy instruction, and other educator resources unique to New York State.
- Ensure that arts education instruction is provided only by those with the appropriate arts education certification.
- Provide further guidance to the field on implementing the standards associated with Media Arts.
- Partner with the community, higher-education institutions, businesses, and industries to develop the whole child with a focus on arts learning.
- Focus renewed attention on and endorsement of Part 100 regarding the inclusion

¹⁸ Sections adapted with permission from the Connecticut State Department of Education, *Position Statement on the Implementation of the Connecticut Arts Standards* 2016, found at <http://www.ct.gov/sde/artshhttp://www.ct.gov/sde/arts>.

of arts classes in the elementary and middle school levels (Pre-K -6) with arts instruction provided only by Arts certified teachers.

District Responsibilities

- Ensure equity of arts learning opportunities and resources for all students in the district.
- Develop standards-based P-12 district curricula for the arts disciplines.
- Implement high-quality, sequential arts curricula, instruction, and assessments that are aligned with the 2017 ***New York State P-12 Learning Standards for the Arts***.
- Designate a district-level P-12 director, administrator, or leader to assist with implementing curricula, professional development, and arts-specific programs. The administrator should hold a teaching certificate in an arts discipline and/or have in-depth knowledge of arts practices.
- Provide all teachers and students with high-quality instructional resources to develop artistic literacy.¹⁹
- Provide administrators, teachers, and staff members with professional development opportunities focused on discipline-specific instructional practices and cross-content connections.
- Provide arts educators collaborative time to develop high-quality arts lessons and formative and summative assessments.
- Allow sufficient time in the school day for developing artistic literacy.
- Ensure the vertical development of artistic literacy from Pre-K -Grade 12.
- Encourage community participation in arts events during and beyond the school day.
- Plan, support, and provide ongoing professional development in specific arts disciplines, including but not limited to:
 - Orientation to NYSED documents, publications, Regulations, and policy.
 - Orientation to NCAS terminology, the Artistic Processes model for curriculum and instruction, and associated research.
 - In-depth methods of translating the new arts standards to update and align district curricula.

¹⁹ NAFME *Opportunity to Learn Standards* at:
https://nafme.org/wp-content/files/2014/11/Opportunity-to-Learn-Standards_May2015.pdf.

- Design of valid and reliable assessments that align with curricula and standards-driven instruction (formative and summative).
- Provide guidance documents for all P-12 administrators and supervisors in the arts.
- Provide appropriate access, coursework, staffing, scheduling, and resources that enable students to achieve the standards.
- District arts leaders and administrators should provide discipline-specific documents, brochures, and/or curriculum guides that outline arts pathways to graduation. These documents should clearly articulate for all stakeholders the one-credit arts requirement and the 3-5 unit sequence course options offered to students, including the new 4+1 Arts Pathway option.^{20 21}
- District leadership should provide guidance departments opportunities for professional development that include training in arts pathways to graduation. District information should align with NYSED policy and Commissioner's Regulations that include 4+1 Arts Pathway options²² and NYS Flow charts²³.

School Administrator Responsibilities

- School-based administrators should work in partnership with district-level arts directors, designated administrator, or leader to implement arts programming for consistent P-12 standards-based districtwide arts instruction.
- To develop artistic literacy for all students, school administrators should provide adequate funding, resources, technology, and support for quality arts instructional materials.²⁴
- Provide teachers and staff members opportunities for standards-based, arts-specific professional development.
- Recruit and educate arts teacher leaders to coordinate and support arts instruction.
- Communicate information to families and communities regarding arts programs, curricula, standards, instructional methods, and expectations for student learning

²⁰ NYSED Multiple Pathways guidance at: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

²¹ See also *New York State Statewide Strategic Plan for the Arts*, April 2017 (rvsd), Addendum A.

²² NYSED options of approved Arts Assessments at: http://www.p12.nysed.gov/ciai/multiple-pathways/docs/ArtsApprovedAssessments2015_03_30.pdf.

²³ NYS Arts sequence Flow Charts at: <http://www.p12.nysed.gov/ciai/arts/pubart.html>.

²⁴ *NAFME Opportunity to Learn Standards* at: https://nafme.org/wp-content/files/2014/11/Opportunity-to-Learn-Standards_May2015.pdf

and artistic literacy.

- Participate in professional development opportunities to increase arts content knowledge and changes in the P-12 Arts Standards.
- In partnership with the arts certified teaching staff and community stakeholders, leaders should create a culture that embraces artistic literacy, learning and expression throughout the school.

Educator Responsibilities

- Participate in discipline specific standards-based turnkey trainings to better understand changes in the 2017 P-12 Arts Standards.
- In partnership with district designated arts leaders, create and execute 2017 P-12 Arts Standards-based district arts curricula.
- Plan and implement rigorous standards-based instruction to support student understanding and application of artistic concepts and skills.
- Provide frequent and varied opportunities for students to create, perform/present/produce, respond and connect.
- Use formative and summative assessments to monitor student achievement and adjust instruction.
- Serve as role models for creative and artistic expression and support artistic literacy in all arts disciplines.

Family and Community Member Responsibilities

- Support the creation of student work by attending performances, exhibitions, and classroom presentations.
- Encourage children's interest in the arts.
- Use community resources to increase children's access to arts experiences.
- Exhibit and promote support for school arts programs through attendance at arts events, fiscal means (budget vote), involvement in PTAs or PTOs, and other parent booster organizations, etc.

Higher Education Institution Responsibilities

- As part of their degree programs, provide pre-service teachers with in-depth opportunities to...
 - understand artistic literacy across content areas,

- learn how to design lessons and curriculum that support achievement of the 2017 ***New York State P-12 Learning Standards for the Arts***, and
- perform fieldwork in urban, suburban, and rural districts, and maintain expectations for achievement of the new standards in each setting, while providing lesson content that is relevant to each population/setting.
- Design programs that yield artistically literate graduates.
- Support, produce, and disseminate high-quality research focused on best practices and outcomes of arts instruction, learning, resources, and assessment.
- Develop collaborative partnerships with schools, districts, and communities.
- Support professional partnerships with school districts through providing and/or collaboratively developing (including, but not limited to):
 - performance opportunities, both for and with school programs, such as trips, master classes, workshops, and education for district students;
 - professional development modules for in-service teachers and administrators; and
 - focused teacher training in particular skills/content areas.

Business and Industry Stakeholders' Responsibilities

- Develop ongoing, collaborative partnerships with schools, teachers, students, and families to support and enhance arts programming.
- Provide mentoring and internships for teachers and students.
- Supply information about the importance of artistic literacy in relation to the State's creative economy.
- Publicize programming and performances as appropriate to increase access for all stakeholders.
- Engage in professional partnerships by underwriting arts events, providing promotion and advertisements, etc.

SECTION 6 CONCEPTUAL FRAMEWORK, PERFORMANCE INDICATOR DESCRIPTIONS, and CODING SYSTEM

Figure 5: Conceptual Framework for the 2017 New York State P-12 Learning Standards for the Arts (REPEAT of Figure 1, page 10)

New York State Learning Standards for the Arts Conceptual Framework			
Shared by All Arts Disciplines			Discipline-Specific Performance Indicators
Artistic Processes		Anchor Standards	
Cr Creating Conceiving and developing new artistic ideas and work.			1. Generate and conceptualize artistic ideas and work.
			2. Organize and develop artistic ideas and work.
			3. Refine and complete artistic work
Pr	Performing Music Dance Theater	Realizing artistic ideas and work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation.
	Presenting Visual Arts	Interpreting and sharing artistic work.	5. Develop and refine artistic techniques and work for presentation.
	Producing Media Arts	Realizing and presenting artistic ideas and work.	6. Convey meaning through the presentation of artistic work.
Re Responding Understanding and evaluating how the arts convey meaning.			7. Perceive and analyze artistic work.
			8. Interpret meaning in artistic work.
			9. Apply criteria to evaluate artistic work.
Cn Connecting Relating artistic ideas and work with personal meaning and external context.			10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
			11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

All Arts Disciplines
Performance Indicators are written for each grade level, within each arts discipline:

- Pre-K – 8
- High School
 - HSI – Proficient
 - HSII – Accomplished
 - HSIII – Advanced

.....

Music Only
General Music

- Pre-K – 8

In additional strands:

- Harmonizing Instruments, Traditional and Emerging Ensembles
 - Novice – Gr 5
 - Intermediate – Gr 8
- Composition & Theory, Technology
 - HSI – Proficient
 - HSII – Accomplished
 - HSIII – Advanced

Figure 6: Descriptors for Performance Achievement Levels

Performance Indicator Levels		
Novice Gr 5 Music Only	<i>A level of achievement attainable by most students in the first year(s) of study.</i>	<ul style="list-style-type: none"> • 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 well-being.
Intermediate Gr 8 Music Only	<i>A level of achievement attainable by most students who complete 2-4 years of sequential study.</i>	<ul style="list-style-type: none"> • 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 well-being.
HSI Proficient	<i>A level of achievement attainable by most students who complete a foundation-level high school course in the arts (or its equivalent), after sequential instruction Pre-K -8.</i>	<ul style="list-style-type: none"> • 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 communities. • They understand the art form to be an important form of personal realization and well-being, and make connections between the art form, history, culture and other learning.
HSII Accomplished	<i>A level of achievement attainable by most students who complete a rigorous sequence of high school-level courses (or the equivalent) beyond the Proficient level.</i>	<ul style="list-style-type: none"> • 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 well-being, and have the necessary skills for and interest in participation in arts activity beyond the school environment.
HSIII Advanced	<i>A level and scope of achievement that significantly exceeds the Accomplished Level.</i> <i>Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated at the Accomplished level.</i>	<ul style="list-style-type: none"> • 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 facile in 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. This level is typically accomplished after five units of high school study.

NYS Arts Standards Coding System²⁵

Each discipline is assigned an alphabetic abbreviation using uppercase letters:

DA Dance **MA** Media Arts **MU** Music **TH** Theatre **VA** Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower-case letter:

Cr Creating **Pr** Performing/Presenting/Producing
Re Responding **Cn** Connecting

Each anchor standard is assigned a number:

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

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

SPECIAL NOTES:

- The Anchor Standards (AS) are the same across all arts disciplines. However, each discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU). EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

- To create code alignment between all standards and disciplines, AS numbers

²⁵ Adapted from the Coding of the National Core Arts Standards; see <http://www.nationalartsstandards.org/sites/default/files/Coding%20of%20the%20National%20Core%20Arts%20Standards.pdf>.

are always followed by “.1”, “.2”, like this: 1.1, 1.2. A “.1” follows the AS number even when there is only one Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral:

PK = Pre-Kindergarten K = Kindergarten 1,2,3,4,5,6,7,8 for grades 1– 8

HSI = HS Proficient HSII = HS Accomplished HSIII = HS Advanced

Each Performance Indicator (PI) is assigned a lower-case letter even when there is only one. The first performance indicator is “a”, the next “b”, and so on.

Figure 7: Coding Example from the 2017 Visual Arts Standards²⁶

Arts Discipline: VISUAL ARTS

Artistic Process: Creating ~ Conceiving and developing new artistic ideas and work

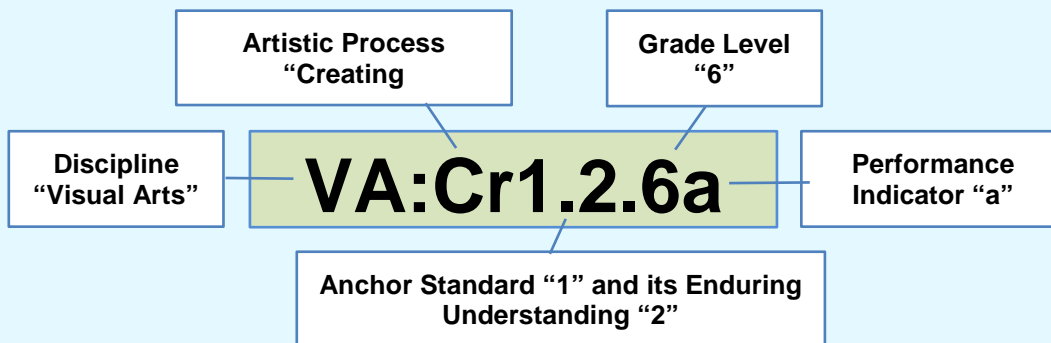
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding 1.2: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Grade Level: 6

Performance Indicator “a”: Use **brainstorming** to formulate an **artistic investigation** of personally relevant content for creating art.

The code for this Standard and Performance Indicator is...



- **First** position indicates the discipline. It is always followed by a colon (:).
- **Second** position (following the colon) indicates the Artistic Process.
- **Third** position indicates the Anchor Standard number and its Enduring Understanding number, which are separated by a “ . ”
- **Fourth** position indicates the Grade Level.
- **Fifth** position identifies the Performance Indicator.

²⁶ For special Music Strands (*does not apply to General Music, Pk-8*) there is another set of codes. Examples of these will be shown and explained in the Discipline-Specific Music Section, pages 36-37.

PART 2
DISCIPLINE-SPECIFIC CONSIDERATIONS for
STANDARDS IMPLEMENTATION

SECTION 7 DANCE

A sequential K-12 dance education is one that gives students dance knowledge, skills, artistry, aesthetic sophistication and appreciation, and the ability to create and perform works of art that communicate with and affect others.

Dance education also connects to other domains, comparing, contrasting, and exploring the areas of intersection between dance and other fields. Examples of this are in science (anatomy, nutrition), history (the African diaspora, salsa), politics (the colonial oppression of Hawaiians through the suppression of dance), music (rhythm, phrasing), etc. A meaningful dance curriculum reveals connections between cultures; between past, present, and future; and between what is seen, felt, thought, and done.

A complete dance education helps form an individual with a lifelong connection to the art, who is confident and creative; has a global perspective; is disciplined; can make, carry out, and refine a plan of action; is able to work with others; and is willing to take risks. In other words, someone who is ready for the challenges of the 21st century.

Dance is a complex and broad discipline, requiring multi-faceted physical, cognitive, and psychological knowledge. It is essential that it be taught by teachers with the appropriate dance education and experience. Such individuals will be able to develop and implement a curriculum that ensures that students meet the NYS Dance Standards, and reap the benefits that will propel them successfully into the next stage of their lives, supported by a deep connection to dance.

Key concepts

- All dance forms, works, and practices are worthy of study.
- All dance forms, works, and practices are cultural: of a time, place, and people.
- Dances are performed/made for theatrical, social, ritual, personal, or other purposes.
- All dance forms entail developing specific technical skills that facilitate their execution.
- Students *must* both learn about AND perform dances from a wide range of cultures, with different meanings, intents, and purposes.
- Students in PreK-12 should be exploring and creating original movement and dances, as well as learning developmentally appropriate elements of existing dance forms.

Sliding Scale for Dance/Theater/Media Arts

The Processes, Enduring Questions, Understandings, and Performance Indicators that make up the NYS Dance, Theater, and Media Arts standards provide a scaffolding for curricula development that encompasses a wide scope of exploration, creation, collaboration, and performance. They develop sequentially from Pre-K through Advanced High School, one level providing the building blocks for the next.

Since neither Dance, Theater, or Media Arts are currently implemented in all districts at all levels, a sliding scale has been developed by the Dance and Theater Standards work groups to facilitate, when necessary, the writing of curricula suitable to the students' experience and training, rather than grade level (see [Figures 8 -10](#), pages 31-32).

Levels are scaffolded to represent student learning expectations in alignment with developmentally appropriate abilities.

- Dance/Theater/Media Arts educators will determine student level for instruction, based on prior knowledge and baseline assessments, and will tailor an age-appropriate curriculum to meet individual student needs.
- For example, students with no prior Dance instruction may begin at an Introductory level, and progress through the next levels at a suitable pace.

Core high-level processes are present in all of the levels below, and build students' declarative and procedural artistic knowledge. These include questioning, risk-taking, problem-solving, creating, performing, valuing, thinking critically, revising, and collaborating.

The achievement scale ([Figure 8](#)) on the next page is adapted from the *Delaware Recommended Curriculum, 21st Century Skills, Depth of Knowledge, and Bloom's Taxonomy - Three Domains of Educational Activity or Learning: Cognitive, Affective, and Psychomotor*.

Figure 8: Achievement Scale Descriptors

(I)	Introductory	Expose students to artistic concepts and skills for the first time.	Students move from unfamiliarity with artistic concepts and skills to the Remembering/ Knowledge level.	Learning descriptors: <i>recognize, identify, describe, recall, apply, make</i>
(D)	Developing	Guide continued growth of students' artistic understanding and capabilities.	Students proceed from the Remembering/Knowledge level of learning to the Understanding/ Comprehension level.	Learning descriptors: <i>categorize, compare & contrast, generate, organize, explain, interpret, apply</i>
(A)	Adept	Facilitate student demonstration of artistic attainment.	Students progress from the Understanding/Comprehension level of learning to the Analyzing/Evaluating/Creating level through the application of knowledge, skills, and understanding.	Learning descriptors: <i>investigate, analyze, plan, implement, synthesize, solve, revise, evaluate, justify</i>
(E)	Excelling	Provide opportunities for student initiative and heightened artistic engagement.	Students advance to the Analyzing/Evaluating/Creating level of learning through the generation of new artistic ideas, perspectives, practices, and works.	Learning descriptors: <i>infer, construct, originate, elaborate, predict, critique, create, refine</i>

Figure 9: Sliding Scale for Dance/Theater/Media Arts

Introductory = Blue Developing = Red Adept = Green Excelling = Orange

Pre-K	K	1	2	3	4	5	6	7	8	HS <i>Proficient</i>	HS <i>Accomplished</i>	HS <i>Advanced</i>
Introductory												
		Developing										
			Adept									
						Excelling						

Figure 10: EXAMPLE Application of Sliding Scale for Dance, Grade 6 & HS

	September	November	March	June	
6th Grade <u>With Prior</u> Dance/Theater instruction	Developing		Adept	Excelling	
6th Grade <u>No Prior</u> Dance/Theater Instruction	Introductory	Developing		Adept	
HS Proficient <u>With Prior</u> Dance/Theater Instruction	Developing	Adept			Excelling
HS Proficient <u>No Prior</u> Dance/Theater Instruction	Introductory	Developing	Adept		

IMPORTANT:

Further exploration of how to apply the sliding scale concept to Dance, Theater, and Media Arts curricula, instruction, and assessment will be presented through each arts discipline’s upcoming professional development sessions, which will be addressing transition from the 1996 arts standards to the 2017 arts standards.

Contact your arts education professional association (NYSDA, NYSTEPA, and NYSATA) for further detail about the **2017 New York State Learning Standards in the Arts** professional development opportunities in the 2017-2018 academic year.

SECTION 8 MUSIC

Description of the Multiple Music Standards Strands

As on the national level, the breadth of State music programs necessitates additional sets of standards that reflect the differences between programs' course offerings. These standards are cumulative in nature, differ from the other arts disciplines, and are divided into five strands: General Music, PRE-K -Grade 8; Traditional and Emerging Ensembles; Harmonizing Instruments; Composition and Theory; and Music Technology. Their specific organization and focus areas are described below.

- **General Music** is a set of grade-by-grade standards from Pre-K through Grade 8 that focus on the development of individual musicianship, skills, and knowledge in the discipline, and their relationships with other content areas. Curricula are taught in a typical classroom setting and prepare students for more mature individual experiences with music.
- **Traditional and Emerging Ensembles** standards provide a collaborative laboratory for students to expand and refine their understanding of musical concepts, skills, and performance practices. As a result of the exploration of a diverse repertoire, students develop their creative capacities and aesthetic understanding, often sharing these outcomes through a variety of performance venues.
 - This set of standards is organized into five levels (Novice, Intermediate, Proficient, Accomplished, and Advanced) that generally begin in elementary school (approximately grade 5), advance through the middle school years (approximately grades 6-8), and then continue with high school levels (as in the other arts disciplines).
- **Harmonizing Instruments** standards are most often attained through learning in general music-type classes. Students respond to, perform, and create music via instruments that provide their own harmonic accompaniment (most often guitar and keyboard). These standards are joined with the general music standards at grades 5 and 8, and continue in the high school grades; they also incorporate five proficiency levels (parallel to those in Ensembles).
- **Composition and Theory standards apply to classroom, non-performance-based courses** in which students focus on creating and responding to music

through the application of analysis, creation, and interpretive strategies. Standards are organized into three high school proficiency levels, and coursework in this area includes study at the advanced placement level of music theory, and pre-college credit.

- **Music Technology** standards apply the use of current technological resources to the artistic processes of creating, performing, and responding. Like the Composition and Theory standards, these are divided into three high school proficiency levels.

All told, there are three Music Standards Frameworks that encompass the five strands. Each Framework is detailed in the At-A-Glance Music Standards document, which is divided into three sections. The Frameworks are also available on separate posters.

Figure 11 below is a graphic representation of the five strands, or sets, of music standards. Colored blocks designate grade/proficiency levels at which those standards sets are present and also indicate which sets are published together (explanation next page). This formal organization provides districts with conceptual ideas for developing well-articulated and supportive Music Pathways to graduation that can integrate varied music courses into individual and comprehensive student learning plans.

Figure 11: Graphic Representation of the Five Music Strands

	Grades Pk-2	Grades 3-5	Grades 6-8	High School	High School	High School
		<i>Novice</i>	<i>Intermediate</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Advanced</i>
General Music Pk-8						
Harmonizing Instruments			...			
Composition & Theory						
Music Technology						
Traditional and Emerging Ensembles						

1. General Music, Pre-K -Grade 8 and the earliest proficiency levels for Harmonizing Instruments (Novice and Intermediate) are found in Section 1 of the At-A-Glance Music standards document, titled “**General Music.**” In *Figure 11*, the standards/levels detailed in Section 1 of the At-A-Glance document are represented by the green blocks.
2. While still three distinct standards sets, the remaining proficiency levels for Harmonizing Instruments (Proficient, Accomplished, Advanced) join those of Composition & Theory and Music Technology in Section 3 of the At-A-Glance Music standards document, titled “**High School Classroom Music.**” In *Figure 11*, the standards/levels detailed in Section 3 of the At-A-Glance Music standards document are represented by the blue blocks.
3. “**Traditional and Emerging Ensembles**” is represented in Section 2 of the standards document. In *Figure 11*, the standards/levels detailed in Section 2 of the At-A-Glance Music standards document are represented by the red blocks.

Coding System Differences

Because there are five sets of music standards, there is a need to differentiate between the sets within the assigned numbered coding. Embedded within the coding for music standards is an additional letter that designates each specific set of standards.

General Music follows the same coding system as the other arts disciplines. Additional letters used for other strands are:

- C – Composition and Theory
- E – Music Ensembles
- H – Harmonizing Instruments
- T – Technology

Examples are provided in *Figures 12* and *13*, pages 36-37.

For examples of how to code standards for Pre-K -8 General Music, see pages 26-27.

Figure 12: Coding Example from Music – Harmonizing Instruments, Novice Level

Arts Discipline: Music

Artistic Process: Creating ~ Conceiving and developing new artistic ideas and work

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

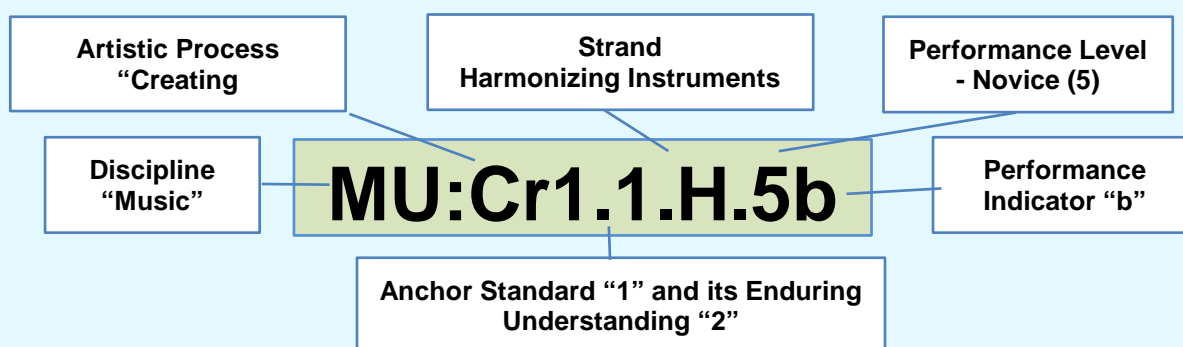
Enduring Understanding 1.1: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Strand: Harmonizing Instruments (H)

Grade Level: Novice (Indicated with "5")

Performance Indicator "b": **Generate** simple chordal accompaniments for teacher-provided **melodies**.

The code for this Standard and Performance Indicator is...



- **First** position indicates the discipline. It is always followed by a colon (:)
- **Second** position (following the colon) indicates the Artistic Process
- **Third** position indicates the Anchor Standard number and its Enduring Understanding number, which are separated by a “ . ”
- **Fourth** position indicates the STRAND
- **Fifth** position indicates the expected level of performance
- **Sixth** position indicates the Performance Indicator

Figure 13: Coding Example from Music – Traditional and Emerging Ensembles, High School Advanced

Arts Discipline: Music

Artistic Process: Performing

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

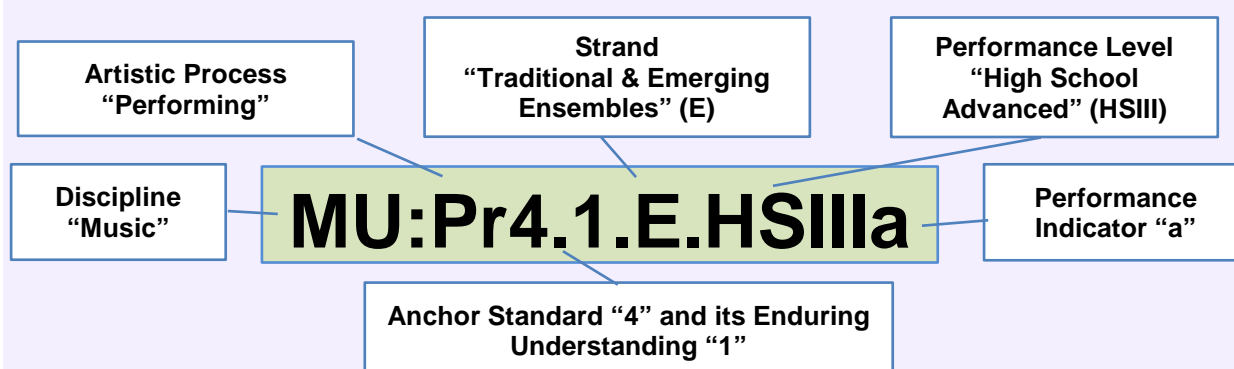
Enduring Understanding 4.1: Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

Strand: Traditional and Emerging Ensembles (E)

Grade Level: High School Advanced (indicated with HSIII)

Performance Indicator “a”: Develop and apply **criteria** to select varied **programs** to study and perform based on an understanding of **theoretical** and **structural** characteristics and **expressive** challenges in the music, the **technical skill** of the individual or **ensemble**, and the **purpose** and **context** of of the **performance**.

The code for this Standard and Performance Indicator is...



- **First** position indicates the discipline. It is always followed by a colon (:)
- **Second** position (following the colon) indicates the Artistic Process
- **Third** position indicates the Anchor Standard number and its Enduring Understanding number, which are separated by a “ . ”
- **Fourth** position indicates the STRAND
- **Fifth** position indicates the expected level of performance
- **Sixth** position indicates the Performance Indicator

General Information

As in the other arts disciplines, there are specific issues particular to the Music Standards. These issues are listed below.

- Type set has specific meaning. **BOLD** text indicates music glossary terms while *italicized* words alert the reader to an increased rigor from the previous level.
- The grade-by-grade and level-by-level standards and performance indicators are sequential and cumulative in nature. While they are flexible, depending on the structure of each district's music program, individual levels assume proficiency of the prior level's outcomes.
- While every strand includes attention to all four of the artistic processes, individual courses will determine focus areas (for example, an ensemble course will naturally spend more time in Performing, while a Composition and Theory student will experience more learning in the Creating and Responding processes).
- The components of the artistic processes are not necessarily linear in nature. In Performing, students may analyze and interpret repertoire *before* finally selecting music to study and learn.
- The term "perform" has multiple meanings in music. It can refer to the process of actualizing musical concepts (perhaps in an informal manner), or to the more formalized and final stage of a practiced performance for an audience. Referring to specific performance indicators will clarify the proper interpretation.
- Music teachers piloting the earlier National Core Music Standards have agreed that a combined artistic process and anchor standards approach is best for maximizing student learning. The graphic on page 39 (*Figure 14*) outlines those processes and their specific components, and how Music educators see their connection to each other.

Figure 14: Music Processes and Components in Relation to Each Other

CREATING (Cr)	PERFORMING (Pr)	RESPONDING (Re)
<p>Cr 1 Generate and conceptualize artistic ideas and works.</p> <p>Cr1.1 IMAGINE The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Cr 2 Organize and develop artistic ideas and work.</p> <p>Cr2.1 PLAN, MAKE Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Cr 3 Refine and complete artistic work.</p> <p>Cr3.1 EVALUATE, REFINE Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</p> <p>Cr3.2 PRESENT Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<p>Pr 4 Select, analyze, and interpret artistic work for presentation.</p> <p>Pr4.1 SELECT Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire.</p> <p>Pr4.2 ANALYZE Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Pr4.3 INTERPRET Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>Pr 5 Develop and refine artistic techniques works for presentation.</p> <p>Pr5.1 REHEARSE, EVALUATE, REFINE To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Pr 6 Convey meaning through the presentation of artistic work.</p> <p>Pr6.1 PRESENT Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p>	<p>Re 7 Perceive and analyze artistic work.</p> <p>Re7.1 SELECT Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Re7.2 ANALYZE Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Re 8 Interpret meaning in artistic work.</p> <p>Re8.1 INTERPRET Support interpretations of musical works that reflect creators'/performers' expressive intent.</p> <p>Re 9 Apply criteria to evaluate artistic work.</p> <p>Re9.1 EVALUATE Support evaluations of musical works and performances, based on analysis, interpretation, and established criteria.</p>
CONNECTING (Cn)		
<p>Cn 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</p> <p>Cn10.1 RELATE The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.</p>	<p>Cn 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Cn 11.1 INTERRELATE Creating, performing and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.</p>	

SECTION 9 THEATER

Theater is a distinct arts discipline important to the development of the whole child, and theater education is a powerful tool for understanding human differences and celebrating diversity.

Theater Arts:

- Enable students to acquire personal resources and life skills (public speaking, work ethic, career readiness) through intellectual, physical, emotional, aesthetic, and creative development.
- Foster a disciplined approach to critical thinking and problem solving, strengthens self-discipline, emphasizes individuality, provides opportunities for group endeavors, and builds on the individual strengths of students.

Curricula in Theater education consist of rigorous units of study to provide students with strong foundational skills to be delivered by certified teachers employing instruction that is reflective of research and best practices; in districts using sequential, standards-based arts curricula; along with quality resources and support.

The New York State Theater Standards are written in the context of theatrical education, and to be able to adequately address any of the performance indicators, it is necessary for students to have the opportunity to engage in a range of theatrical experiences and contexts.

- While some indicators explicitly state that they are achieved through a performance work or guided theatrical experience, this should in no way imply that other performance indicators can be properly realized without a clear theatrical context.
- Schools and districts vary widely in the resources that they are able to devote to theater education. In recognition of the range of settings in which these standards are to be implemented, a range of theatrical contexts, experiences, and connections can be used to help students succeed according to the standards for theater education laid down by the state.
- It is up to the school or district to articulate the types of theatrical experiences that they offer their students, including, but not limited to:

Dramatic Play	Monologue	Improvisation
Story Drama	Dialogue	Process Drama
Creative Drama	Scene Work	Devised Theater
Guided Drama Experience	Solo Performance	Staged Production
Puppetry	Collaborative Performances	Musical
Role-playing	Play	Viewing local school/community groups
Pantomime	10-Minute Play	Viewing Professional Productions
	One-Act Play	

Since the purposes and contexts for evaluation in schools can vary, the design of an effective approach to assessment (evaluation) cannot be limited to a single mode. Nevertheless, there is a general agreement in our profession about sound evaluation practices and procedures. Effective Theater assessment will gauge students' level of proficiency in a variety of process, performance, and production areas.

- Since Theater isn't currently implemented in all districts at all levels, a sliding scale is provided to facilitate, when necessary, the writing of curricula suitable to the students' experience and training, rather than grade level. See [Figures 8 and 9](#), pages 31-32.

Theater education encompasses a wide range of disciplines. Experiential learning opportunities include the student as actor, critic, designer, problem-solver, researcher, technician, and writer.

- The teaching of Drama and Theater has a profound effect on literacy development. Inclusion of Drama and Theater in early childhood education is an opportunity to meet interdisciplinary standards.
- School productions provide valuable learning experiences; however, districts should be aware that staging productions without prior Theater instruction cannot sufficiently promote the building of strong foundational skills. As a core subject, all students must be provided with P-12 Theater instruction.

- Theater opportunities for students oftentimes emerge within other disciplines, such as English Language Arts or Music. When this is the case, local districts should outline where Theater opportunities are available to students districtwide, and engage all stakeholders in curricula development and provide professional development for the non-Theater certified classroom teachers.

SECTION 10 VISUAL ARTS

Visual arts, as defined by the National Art Education Association, include the traditional fine arts, such as drawing, painting, printmaking, photography, and sculpture; media arts, including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts, such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry; and works in wood, paper, and other materials.²⁷

Visual arts are an integral part of the human experience

They are about creating, enjoying, and recognizing art for a lifetime. The visual arts assist students in developing the many facets of multiple intelligences while providing meaningful learning opportunities and helping to develop critical and creative thinking skills. As students progress from elementary to high school, the visual arts become an important process of self-expression and provide an opportunity for students to focus on a particular art form along with like-minded peers, giving them a sense of belonging within the school community. Through the visual arts, students are provided an opportunity to discover, develop, and actualize their own unique potential.

The visual arts have roots in every culture and historical period throughout the world. They reach across stereotypes, religion, socioeconomics, and prejudices, allowing everyone to be more globally connected. Visual arts are fundamental if students are to become informed and contributing members of the world community.

Tools for navigating the internal and external worlds

Visual arts study is essential to developing another key 21st century skill, **Visual Literacy**. Visual literacy permits students to become active initiators, rather than passive receivers, of image-based communication, and to understand how messages, information, and meaning are conveyed through organization and presentation of image(s) and images-with-text. Students become aware of how images are also used to influence ideas, sell products, etc. and are equipped to mediate imagery's impact, and choose (or not) to be influenced.

²⁷ See *National Coalition for Core Arts Standards - Glossary of Terms: Visual Arts* (rvsd July 2012), p.1. <http://www.nationalartsstandards.org/sites/default/files/NCCAS%20GLOSSARY%20for%20Visual%20Arts%20Standards%20-%20revised%20March%202017.pdf>.

Creativity and innovation are essential components of sequential instruction in the visual arts, and are critical to understanding the value of visual arts in the school curricula. Visual art fosters innovative thought. Innovations lead to new understandings, and help cultures to move forward. The visual arts are essential to innovative, interdisciplinary problem-solving. A summary of innovative skills fostered by visual arts instruction includes:

- curiosity, which is a habit of asking good questions and a desire to understand more deeply;
- collaboration, which begins with listening to and learning from others who have perspectives and expertise that are very different from your own;
- associative or integrative thinking; and
- a tendency toward action and experimentation.

Presenting – considering the role of audience and the means of connecting to the audience – is a new addition to the NYS Visual Arts Standards. When implementing this in a curriculum, consider the need for an awareness or understanding of how to explore this best. Curricula designers need to maintain a balance between self-expression; use of conventions, such as form and structure; and understanding how the role of the audience is important in the development of visual arts curricula.

SECTION 11 MEDIA ARTS

New York State has a rich history of media arts, moving image and multi-arts integration in and through our contemporary arts disciplines and technologies. Dancers, musicians, actors, inventors, technologists and visual artists have long explored the media arts landscape here, discovering cross-content connections since the 1940s. Since that time, New York City has served as a refuge for artists, experimenters and innovators in all arts forms and this has led to the expanding media arts discipline being woven through all the arts forms as a matter of practice. As media arts technologies develop year by year, practitioners still question what this term actually means.

NAEA Position Statement on Media Arts [Adopted March 2015]

The National Core Arts Standards (NCAS) refer to media arts as moving or interactive works involving the use of technology. The emergence of media arts standards in the NCAS reflects a definition of arts study that more explicitly includes contemporary forms such as animation, film, gaming, and works that are interactive and computer-based.²⁸

Currently in New York State, Media Arts is understood to apply to forms of time-related artworks created by recording, producing, or manipulating sound and/or non-static visual images. Artworks that depend on a technological component to function can include screen-based projects presented via film, television, radio, audio, video, the internet, interactive and mobile technologies, video games, trans-media, as well as media-related printed books, catalogues, and journals. Media Arts include communicative works that explore the technological, aesthetical, and communicative potential of electronic means such as video, internet, streaming, computer, software, gaming, mobile devices and applications, code, GPS, sound production devices, robotics, and other evolving and emerging tools under development.

While the identification of Media Arts as an arts discipline with its own set of standards represents an important and promising recognition of the value and power of Media Arts as communication and artistic expression in an evolving technological world, it also raises a number of concerns with regard to implementation within the framework of education practice in New York State.

The historic relevance, and aesthetic and communicative power of visual arts education is critical to teaching Media Arts. While Media Arts forms depend on

²⁸ See <https://www.arteducators.org/advocacy/articles/135-position-statement-on-media-arts>.

technological tools, the tools are a vehicle for communication and expression; not an end to themselves. Certified Visual Arts teachers possess the expertise necessary to foster critical thinking, problem solving, and original creation of personal expression that are essential to Media Arts education. The inextricable historic connection between Media Arts and learning in the Visual Arts, and its essential components of creation and original expression, demand that Media Arts must be taught by certified Visual Arts teachers in New York State schools.

Media Arts possesses unique properties in and of itself and affords opportunities to overlap all of the arts disciplines. The rapid expansion and increasing depth of emerging media coupled with the expressive potential of such media suggest that Media Arts will continue to emerge as an art form with its own identity. Like other art forms, Media Arts exists as a means of creative expression, involves composition and creation, and is characterized by its own history and cultural development.²⁹ With the complexity of these relationships in mind, NYSED and the New York State Media Arts Standards Writing Team embraced explicit standards for Media Arts as an arts discipline, allowing time for the development of a statewide plan of action and implementation that is sensitive to the essential relationship of learning within and between Visual and Media Arts.³⁰

The process of transition and adaptation will require revision in a number of areas of concern, and time is recommended to:

- examine the feasibility of the standards across districts of varied demographics,
- refine the focus to allow room for emerging media,
- develop and/or gather support materials and professional development resources,
- address concerns found within the survey data,
- develop a sliding scale that addresses program disparities, holding students to learning goals that are appropriate to their level of experience with study in the discipline rather than actual grade level (see *Figures 8* and *9*, pages 31-32),
- develop and pilot additional models of assessment,
- develop a transition plan, and
- implement successful roll out strategies.

²⁹ *The Inclusion of Media Arts in the Next Generation Arts Standards*, July 28, 2012. See http://nccas.wikispaces.com/file/view/NCCAS_%26_Media_Arts_7-28-12%20FINAL.pdf/355528606/NCCAS_%26_Media_Arts_7-28-12%20FINAL.pdf

³⁰ Excerpts from *NYSATA Draft Recommendations for Adaptation of National Core Art Standards in Visual Arts and Media Arts for New York State*, December, 2014.

As New York State “welcomes” the inclusion of Media Arts into the arts disciplines, we also recognize that NYS districts have been implementing Media Arts courses for years both within Visual Arts programs³¹ and in collaboration with film and moving image community museums and organizations. The inclusion of Media Arts reflects contemporary practices in the arts, and addresses “real-world” career connections for the young people of New York State.

These new Media Arts standards will give arts educators, district administrators, program directors, and school leaders a framework to upon which to grow their programs, as well as a foundation on which to establish curriculum, instruction, and assessment.³²

The Media Art standards reflect the methods of working used by both traditional and contemporary artists in a broad spectrum of media, and provide teachers with the tools to scaffold meaningful learning that addresses these modalities of working, from the inception of an idea to the development of work, presentation of the work, and the reciprocal relationship of the artist to the viewer. They represent a direction for the future of visual arts education in New York State that embraces quality, collaboration, twenty-first century skills, and links with international standards of artistic literacy.

The rationale to include Media Arts in the new 2017 ***New York State P-12 Learning Standards for the Arts*** is simple: Like all arts disciplines, Media Arts has the capacity to inspire, engage and enrich all students, encouraging them to imagine and reach their creative and expressive potential.

The excerpt on the following pages is from the SEADAE Data Task Force *Course Codes Review and Suggested Revisions* for the National Center for Educational Statistics (NCES).

³¹ See the NYS Visual Arts Education Course of Study Flow Chart at: <http://www.p12.nysed.gov/ciai/arts/pub/VisChart.pdf>.

³² See *Illinois Arts Learning Standards Initiative: Recommendations for Updated Arts Learning Standards and Their Implementation*, February 2016; page 19; found at http://ials-dev.sitedev.space/wp-content/uploads/2016/02/Illinois_Arts_Learning_Standards_Initiative_Report.pdf.

Why is “Media Arts” now the 5th Arts Discipline? Media Arts is an artistic expression that encompasses a broad range of forms, tools, processes, and genres that are ever-evolving, thereby providing a variety of ways to define and describe it. Familiar forms of Media Arts include Film, Television, Video and Digital Graphics. More recent forms of Media Arts include, Game Design, Sound Design, Intermedia Design and Virtual Design. While expressions of Media Arts are part of our everyday life in recognizable and accessible forms, we are continually inspired to keep up with new ways of working and new venues for artistic manipulation and expression.

Media Arts may appear to be a minor extension of other traditional Arts (Dance, Music, Theatre, and Visual Arts). Upon further examination, however, it is revealed that these purely code-based and hybrid combinations do belong in a field of their own. Developments in Virtual Design, Interactive Design, and Augmented Reality have moved Media Arts to an entirely different realm, where programmed phenomena significantly alter and seemingly replicate actual experience. If the intent of an expressive form is to create new ideas through combining and manipulating existing forms and ways of working, then Media Arts is THE art form of the 21st century.

The 2014 voluntary National Media Arts Standards were created to drive curriculum development and instructional practice in this art form and to establish expectations for student learning regardless of where Media Arts instruction is situated (schools, community-based centers, or online learning). Now that a common set of expectations describing Media Arts outcomes has been established, standards-based course content and sequences from pre-kindergarten through high school can be defined. As states are revising their Arts Standards, many are adopting the National Media Arts Standards as their own, or modifying these Standards to create unique state Media Arts Standards. These initiatives are driving a need from the states for course codes aligned to Media Arts Standards. The NCES has alerted our Five Data Task Force of requests for course codes in Media Arts. As states with Media Arts Standards attempt to align their data systems with current instructional practice, course codes in Media Arts fulfills that state need. The course codes provided to NCES/SCED, illustrate Media Arts as a legitimate course of study, thus providing a guide for all instructors of Media Arts.

In summary regarding Media Arts, considerable forward motion is occurring, as highlighted by converging conversations about Media Arts licensure, Media Arts teacher evaluation, credit for Media Arts courses, and meeting Arts requirements for high school graduation. Professional development for educators, administrators, and decision-

makers, as well as clarity about the delivery of Media Arts education for students (and their parents) is an important step in ensuring rigorous Standards-based instruction. Data collected through a system of discrete course codes will allow states and other stakeholders to better understand how Media Arts is being delivered in our nation's schools. It is an exciting time in education.³³

³³ *Course Codes Review and Suggested Revisions for Visual and Performing Arts*, SEADAE Data Task Force. Prepared for: The National Center for Education Statistics School Codes for the Exchange of Data, March, 2017.

SECTION 12 2017 NEW YORK STATE P-12 LEARNING STANDARDS for the ARTS – TERMS OF USE

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SECTION 13 HELPFUL RESOURCES

National Core Arts Standards (NCAS) Conceptual Framework

http://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_4.pdf

NCAS Philosophical Foundations and Lifelong Goals

http://www.nationalartsstandards.org/sites/default/files/NCCAS%20PhilosophicalFoundations%20-%20Lifelong%20Goals_0.pdf

NCAS Conceptual Framework Graphic

<http://www.nationalartsstandards.org/sites/default/files/Framework%20Matrix%20jpeg%20%283%29.jpg>

NCAS Inclusion Strategies

<http://www.nationalartsstandards.org/content/inclusion>

NCAS Media Arts Position Paper

http://nccas.wikispaces.com/file/view/NCCAS_%26_Media_Arts_7-28-12%20FINAL.pdf/355528606/NCCAS_%26_Media_Arts_7-28-12%20FINAL.pdf

Media Arts Frequently Asked Questions (FAQ's)

<http://nccas.wikispaces.com/file/view/Media%20Arts%20FAQ%20Final.pdf/355528852/Media%20Arts%20FAQ-%20Final.pdf>

National Association for Music Education (NafME)

www.nafme.org/

National Art Education Association (NAEA)

www.arteducators.org

Educational Theater Association (ETA)

<https://www.schooltheatre.org/home>

National Dance Education Organization (NDEO)

www.ndeo.org

Arts Education Partnership (AEP) Report *What School Leaders Can Do to Increase Arts Education*

<http://www.aep-arts.org/wp-content/uploads/2012/08/What-School-Leaders-Can-Do-To-Increase-the-Arts.pdf>