New York State Learning Standards for the \textbf{ARTS}

A Self-Guided Tour of the NYS Learning Standards for the \textbf{Visual} \textbf{Arts}
Welcome!

Before You Begin
Have you seen or participated in OVERVIEW of the New York State Learning Standards for the Arts?

The VISUAL ARTS STANDARDS Self-Guided Tour is intended to follow the New York State Arts Standards Overview Webinars. If you have not had an overview training or seen the webinars, please begin by viewing the Overview Webinars.

The OVERVIEW covers the following information essential to understanding and navigating the Arts Standards:

• Foundations, Framework and Structure
• Deciphering the Standards Coding
• Navigating Resources
• Artistic Processes, Anchor Standards, Performance Indicators
• Enduring Understandings and Essential Questions
Resources

Getting Started
Here are some resources you will need before you begin the Self-Guided Tour of the Visual Arts Standards.

All resources for the New York State Learning Standards for the Arts are found on the NYSED Arts Learning Standards Web Page.

This presentation refers to several Arts Standards resources. Downloading the following documents and referring to them as you work through the Self-Guided Tour will increase your understanding of the key ideas in this presentation.

VISUAL ARTS Standards At-a-Glance
VISUAL ARTS Process Anchor EU Tables Poster
VISUAL ARTS Process Anchor EU EQ Poster
VISUAL ARTS Standards Glossary
NYS Arts Standards Implementation Guide
About this Presentation

How to Use this Presentation

This *Self-Guided Tour* can be used by individuals for self-study or to facilitate interactive learning in a group session.

Navigate the slides at your own pace. Many slides refer to documents found on the NYSED website. Pausing where applicable to study the referenced documents will provide a richer understanding, familiarize you with where to find information, and enable a more “hands-on” experience.

THINK slides in this presentation are designed to provoke thought and/or conversation. If you are doing a self-guided tour, take a moment to reflect on your own practice and make notes about what you might change about your approach. If you are facilitating a group tour, the THINK slides provide opportunity for interaction, collaborative reflection, brainstorming, planning, and problem-solving. Use them to generate activities that extend understanding and provide application of key ideas found within the Standards.
10 Things to Know about the New York Learning Standards for VISUAL ARTS

01. The NYS Standards are based on the National Core Arts Standards in their structure and guiding philosophy.

02. The new Visual Arts Standards were written by certified Visual Art educators, using input from Visual Art teachers throughout NYS.

03. The Standards are not linear; they address many arts processes simultaneously; the four processes are not taught in isolation.

04. The Standards support student engagement with traditional and contemporary artists, artistic practices, and philosophies.

05. The Standards are organized by grade level for Pre-K to 8 and include 3 achievement levels for HS: Proficient, Accomplished, and Advanced.
10 Things to Know (continued) about the New York Learning Standards for VISUAL ARTS

06
The Standards are based on an Understanding by Design® curriculum model; they support BIG ideas and encourage student inquiry.

07
The Standards are based on BIG Ideas, Enduring Understandings, and Essential Questions to guide student understanding.

08
The Standards encourage artistic investigation through play, exploration and innovation.

09
The Standards prioritize collaboration, critical thinking, and the development of increasingly meaningful and personal ideas.

10
The Standards are aligned to culturally responsive teaching practices and encourage personal as well as global awareness.
Guiding Principles

Let’s look at some guiding principles that form the foundations of the new NYS Learning Standards for Visual Arts.
Why New Arts Standards?

Content and practice within the Art world have expanded; education practice has evolved.

• New media are evolving (media arts)
• Technology has changed access to viewers and presentation venues
• Many contemporary artists place less emphasis on formal properties and more emphasis on ideas
• Artists collaborate with other artists and professionals
• Artists facilitate collaborative interactions with the viewer
• Technology has changed both content and the way learning takes place
• Emphasis on communication skills and collaboration
• Need for creative problem solvers in the workforce
• Higher level thinking has become a focus
• Recognition of relationships and interdisciplinary learning (STEAM)
Think

What are the most important skills and understandings you want students to gain from the Art experiences and instruction you provide in your classroom?
What is “Art?”

The NYS Learning Standards for the Arts refer to “artistic work” as both artifact and action.

In the New York State Learning Standards for the Arts, the word “art” is used in the classificatory sense to mean “an artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.” An important component of a quality Visual Arts education is for students to engage in discussions about honorific definitions of art: identifying the wide range of significant features in art-making approaches, analyzing why artists follow or break with traditions, and discussing their own understandings of the characteristics of “good art.”
Art is Fundamental

The Visual Arts are an integral part of the human experience

The Visual Arts have roots in every culture and historical period throughout time. They reach across stereotypes, religion, socioeconomic situations, and prejudices, allowing for deep global connections.

Education in the Visual Arts is fundamental if students are to become informed and contributing members of the world community. Visual Arts Education is about creating, enjoying, and engaging with art for a lifetime.

Visual Arts Education assists students in developing the many facets of multiple intelligences while providing meaningful learning opportunities and helping to develop critical and creative thinking skills.

Through the Visual Arts, students are provided with opportunities to discover, develop, and actualize their own unique potential and understand themselves and their relationship to the world.
Visual Literacy

Visual Art Education engages tools for navigating the world within and outside of the Arts

Visual Arts study is essential to developing a 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.
Creativity and innovation are critical to the value of visual arts in the school curricula. Visual Art fosters innovative thought. Innovations lead to new understandings and helps individuals and cultures to advance. The thinking skills fostered by participation in the Visual Arts are essential to innovative, interdisciplinary problem-solving. A summary of innovative skills fostered by Visual Arts instruction includes:

- **Curiosity**, 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 different from your own.
- **Associative or integrative thinking**.
- **A tendency toward action and experimentation**.
The standards recognize Media Arts as a discipline while retaining the essential relationship between Visual and Media Arts.

The 1996 standards recognized four arts disciplines—Dance, Theater, Music, 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 2015 National Core Arts Standards and, in turn, the 2017 NYS Learning Standards for the Arts 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.
A focus of the Media Arts standards is to encourage the implementation of Media Arts in the Visual Art classroom as well as the Media Art classroom. Digital Arts (i.e. photography, web design, digital communication design, advertising design) and Media Arts (i.e. video production, multimedia design, virtual design, interactive design, animation, game design) courses taught to fulfil art requirements or credit should be taught by certified K-12 Visual Art Teachers with expertise in Graphic Arts/Media Arts. Arts Professionals (i.e. “teaching artists” can be a valuable resource to support the Art teacher in implementing a Media Arts experience or program.
The Visual and Media Arts offer endless viable opportunities for students to pursue jobs that are both creative and financially rewarding. Career avenues may include fine art and design avenues including museum and gallery work, art historian, art conservation, fashion, marketing, costume and set design, industrial design, printing and publication, web design, graphic design, photography, animation, video gaming, broadcasting, filmmaking, and many more.

Students who participate in the Arts also develop creative thinking and problem-solving skills that are highly sought after in career fields outside the arts.
Navigating the Standards

The Visual Arts Standards are based on the National Core Arts Standards and a “Backward Design” curriculum model. They are guided by Enduring Understandings and Essential Questions.
Think

What differences do you notice in the structure and framework of the new 2017 Visual Arts Standards compared to the 1996 Standards?
Arts Standards Then & Now

**THEN**
1996 NYS Arts Standards

- 4 Arts Disciplines – Dance, Music, Theater, Visual Arts
- 4 Common Overarching Standards Across All Arts Disciplines
- 4 sets of Discipline-Specific Content Standards
- Clusters Grade Bands
- Paper-based

**SHARED**
- Knowledge and Skills
- Philosophical Foundations
- Lifelong Goals
- Glossary
- Parallel Format Among Arts Disciplines
- Discipline-Specific Performance Indicators

**NOW**
2017 NYS Arts Standards

- 5 Arts Disciplines (addition of Media Arts)
- 4 Common Artistic Processes Across All Arts Disciplines
- 11 Common Anchor Standards Across All Arts Disciplines
- Discipline-Specific Enduring Understandings and Essential Questions
- PreK-8 by Grade Level High School at 3 Levels
- Web-based, Printable e-Doc, and Paper Accessibility
- Traditional and Contemporary Approaches for Artistic Literacy in a Digital Age
Anatomy of a 1996 Standard

The following slide provides a close-up look at a 1996 VISUAL ARTS standard. The first column shows the overarching standard, applicable to all grade levels and the four arts forms recognized in the 1996 standards (Dance, Music, Theater, and Visual Arts). The portion in bold type is the part most remembered and cited. The rest of the description is written in paragraph form and expands on the idea in bold text.

The middle column shows the discipline-specific Standard for the Commencement General Education Level (the High School one-unit requirement usually met in grade 9—comparable to the HSI level in the 2017 standards). It is also written in paragraph form and contains several key ideas.

Column three reveals the Performance Indicators that describe more specific learning goals for this standard and grade level/band. The discipline-specific standard and accompanying Performance Indicators are targeted to a particular discipline and grade level/band; these change for each discipline and grade level/band.

Although only four Standards were present in the 1996 Standards, each contained a lot of text and several discreet ideas or skills were rolled into one Standard.
## 1996 Visual Arts Standard

<table>
<thead>
<tr>
<th>All ARTS Standard</th>
<th>VISUAL ARTS Commencement Level Standard</th>
<th>VISUAL ARTS Performance Indicators</th>
</tr>
</thead>
</table>
| **Standard 1: Creating, Performing, and Participating in the Arts** | Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works. | (a) Create a collection of artwork, in a variety of mediums, based on individual and collective experiences to explore perceptions, ideas, and viewpoints  
(b) Create artworks in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images  
(c) Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition  
(d) Reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly |

| same for all levels | different for each level | different for each level |
Anatomy of a 2017 Standard

The following two slides provide a close-up look at a 2017 VISUAL ARTS and 2017 MEDIA ARTS standard.

Like the 1996 standards, the 2017 standards utilize Overarching Standards—now called Anchor Standards—that extend across disciplines and grade levels. A 2017 Anchor Standard is shown in Column 1 for each of the following examples. It is a succinct statement that contains a single key idea.

The 2017 Standards contain 11 Anchor Standards compared to the 4 Overarching Standards used prior. The increase in number is not due to increased content; content has been redistributed in shorter “bytes” designed to make navigation simpler and more intuitive.

An Enduring Understanding and one or more Essential Questions accompany the Anchor Standard, providing a discipline-specific interpretation of the standard. Note the similarities and differences between the Visual Arts and Media Arts examples provided.

Column 2 in each example slide shows a grade level performance indicator. Performance indicators are provided for every grade level pre-K through 8 and three high school levels (proficient, accomplished, and advanced).

Take a few minutes to look back and forth at 1996 and 2017 Standard examples, noting that how the new Standards and Performance Indicators are designed to be easy to identify, navigate, and use.
### 2017 Visual Arts Standard

**Anchor Standard VA:Cr.1**  
Generate and conceptualize artistic ideas and work.

**Enduring Understanding:**  
Creativity and innovative thinking are essential life skills that can be developed.

**Essential Questions:**  
What conditions, attitudes and behaviors support creative risk taking and innovative thinking?  
How does collaboration expand the creative process?

**Performance Indicator VA:Cr1.1.HSI**  
Use multiple approaches to begin creative endeavors.

| same for all grade levels | different for each grade level |
## 2017 Media Arts Standard

### Anchor Standard MA:Cr.1
Generate and conceptualize artistic ideas and work.

### Enduring Understanding:
Media arts ideas and works are shaped by the imagination, creative processes, artistic traditions, and experiences.

### Essential Questions:
How do media artists generate ideas?
How can ideas for media arts productions be formed and developed to be effective and original?

### Performance Indicator MA:Cr1.1.HSI
Use identified generative methods to formulate multiple ideas and develop artistic goals for media art work.

*different for each grade level*

*same for all grade levels*
Four Processes
The VISUAL ARTS Standards are organized in four Processes

- **Cr** Creating
  - Conceiving and developing new artistic ideas and work

- **Pr** Presenting
  - Interpreting and sharing artistic work

- **Re** Responding
  - Understanding and evaluating how the arts convey meaning

- **Cn** Connecting
  - Relating artistic ideas and work with personal meaning and external context
Connections among the Processes

The four Processes are used as the first level of organization for the Arts Standards. While they are represented separately and in a linear order in the standards tables, there is often overlap among the Processes. Within any given lesson or unit, several Processes—and Standards—may be engaged at once during the learning process.
Eleven Anchor Standards

The 4 Processes are divided into 11 Anchor Standards shared by all 5 Arts Disciplines

<table>
<thead>
<tr>
<th>Creating</th>
<th>Presenting</th>
<th>Responding</th>
<th>Connecting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Generate and conceptualize artistic ideas and work.</td>
<td>4. Select, analyze, and interpret artistic work for presentation.</td>
<td>7. Perceive and analyze artistic work.</td>
<td>10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.</td>
</tr>
<tr>
<td>2. Organize and develop artistic ideas and work.</td>
<td>5. Develop and refine artistic techniques and work for presentation.</td>
<td>8. Interpret meaning in artistic work.</td>
<td>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.</td>
</tr>
<tr>
<td>3. Refine and complete artistic work.</td>
<td>6. Convey meaning through the presentation of artistic work.</td>
<td>9. Apply criteria to evaluate artistic work.</td>
<td></td>
</tr>
</tbody>
</table>
The Anchor standards elaborate on the Artistic Processes of Creating, Performing/Presenting/Producing, Responding, and Connecting. A color-coding system makes it easy to break the standards into process categories and simplifies searching for information in the chart. Anchor Standards posters are available on the NYSED Arts Standards page.
Enduring Understandings

The New York State Learning Standards for the Arts are based on a “backward design” curriculum model. Backward design prioritizes learning goals over activities, products, or instructional process. The ultimate goal is understanding. Knowing, doing, making, and experiencing are means to get to UNDERSTANDING.

**Enduring Understandings (EUs)** represent the core learning goals—the Big Ideas—that students will retain long after the details have faded.
Enduring Understandings
within the Arts Standards are
discipline specific. They
represent the key ideas
contained in the Anchor
Standards as seen through
the lens of the specific
Arts Discipline.

Each Anchor Standard is
subdivided into one or more
Enduring Understandings,
which represent the most
important learning needed to
meet the Standard.
Essential Questions

Each Enduring Understanding is supported by **Essential Questions (EQs)** that guide student inquiry toward the Enduring Understandings and, ultimately, achievement of the Anchor Standards.

Essential Questions are provocative, open-ended questions that provide avenues for investigation.
### Visual Arts - New York State Learning Standards for the Arts

#### EU/EQ Posters

EU/EQ Tables show the relationship among Artistic Processes, and Anchor Standards with Visual Arts specific Enduring Understandings and Essential Questions.

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### Artistic Processes

<table>
<thead>
<tr>
<th>Process Components</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creativity</strong></td>
<td>Create and conceptualize artistic ideas and work.</td>
<td>What outcomes, attitudes, and behaviors support meaningful and diverse learning?</td>
</tr>
<tr>
<td><strong>Composing</strong></td>
<td>Organize and develop artistic ideas and work.</td>
<td>How does collaboration expand artistic horizons?</td>
</tr>
<tr>
<td><strong>Performing</strong></td>
<td>Now see and interpret images, stories, and sounds for expressive and communicative purposes.</td>
<td>How does interaction transform meaning?</td>
</tr>
<tr>
<td><strong>Presenting</strong></td>
<td>Respond to artistic experiences.</td>
<td>How does feedback and reflection contribute to improved performance?</td>
</tr>
<tr>
<td><strong>Connecting</strong></td>
<td>Reflect and synthesize knowledge and personal experiences in art criticism and analysis.</td>
<td>How does creative problem-solving transform thinking and action?</td>
</tr>
</tbody>
</table>

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### Anchor Standards

1. **Generate and conceptualize artistic ideas and work.**
   - Now see and interpret images, stories, and sounds for expressive and communicative purposes.
   - Respond to artistic experiences.
   - Reflect and synthesize knowledge and personal experiences in art criticism and analysis.

2. **Organize and develop artistic ideas and work.**
   - Now see and interpret images, stories, and sounds for expressive and communicative purposes.
   - Respond to artistic experiences.
   - Reflect and synthesize knowledge and personal experiences in art criticism and analysis.

3. **Relate and complete artistic work.**
   - Now see and interpret images, stories, and sounds for expressive and communicative purposes.
   - Respond to artistic experiences.
   - Reflect and synthesize knowledge and personal experiences in art criticism and analysis.

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### EU/EQ Tables

**Enduring Understandings**

- Creativity and innovation are essential skills that can be developed.
- Artistic expression helps us understand our world.
- Imagery and symbols are used to communicate ideas.
- Artistic experiences can be shared and appreciated.

**Essential Questions**

- What outcomes, attitudes, and behaviors support meaningful and diverse learning experiences?
- How does collaboration expand artistic horizons?
- How does feedback and reflection contribute to improved performance?
- How does creative problem-solving transform thinking and action?

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The Standards include Performance Indicators by grade level for Pre-K to 8 and three achievement levels for High School. The Performance Indicators reinforce a progression of skills, abilities, knowledge and socio-emotional development as grade levels increase. Some students may require increased challenges or increased support to achieve or exceed grade-level Performance Indicators listed in the Standards.
The Standards writers recognized the importance of the inherent relationship of Visual and Media Arts. The table to the right shows Visual and Media Arts side by side in an alignment crosswalk. Visual and Media Arts teachers can easily work with both Visual and Media Arts standards since the content is parallel. Key ideas are found in similar locations as you look through the Visual Arts and Media Arts At-Glance documents.
The Visual and Media Arts Glossaries are cross-referenced so you can see which terms are shared between the two disciplines. For all shared terms you will find a common definition.

The letters “MA” in the next-to-right-hand column indicate that part or all of the definition is the same in the New York State Visual Arts and Media Arts standards.
The Anchor Standards (AS) are the same across all arts disciplines. However, each arts discipline’s standards have discipline-specific interpretations of the AS, called Enduring Understandings (EU).

EUs guide the content of the Performance Indicators (PI).

Some Anchor Standards in some of the arts disciplines have more than one EU.
Performance Indicators are coded with a lower-case alpha (a, b, c) even when there is only one in a column.

<table>
<thead>
<tr>
<th>Discipline “Visual Arts”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic Process “Creating”</td>
</tr>
<tr>
<td>Anchor Standard “1”</td>
</tr>
<tr>
<td>Enduring Understanding “2”</td>
</tr>
<tr>
<td>Grade Level “6”</td>
</tr>
<tr>
<td>Performance Indicator “a”</td>
</tr>
</tbody>
</table>

**Visual Arts Example**

- **6th Grade**: VA:Cr1.2.6
- **Performance Indicator “a”**: Use brainstorming to formulate an artistic investigation of personally relevant content for creating art.
New and Noteworthy

This section focuses on what is most notable within the content of the new Standards so you'll know where to look and what you can refer to as you develop curriculum.
Initiating and Developing Ideas

Anchor Standard 1 indicates that creation begins with the generation of ideas, even before an artist engages materials. The Standards suggest that the teacher is not responsible for all of the idea generation and that the students should do more than carry out steps toward completion of a predetermined product.

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA:Cr1.1.K</td>
<td>VA:Cr1.1.1</td>
<td>VA:Cr1.1.2</td>
<td>VA:Cr1.1.3</td>
<td>VA:Cr1.1.4</td>
<td>VA:Cr1.1.5</td>
<td>VA:Cr1.1.6</td>
</tr>
<tr>
<td>a. Engage in exploration and imaginative play with materials.</td>
<td>a. Engage collaboratively in exploration and imaginative play with materials.</td>
<td>a. Collaboratively brainstorm multiple artmaking approaches to an art or design problem.</td>
<td>a. Elaborate on a selected imaginative idea.</td>
<td>a. Brainstorm multiple artmaking approaches to a creative art or design problem.</td>
<td>a. Combine ideas to generate an innovative idea for artmaking.</td>
<td></td>
</tr>
</tbody>
</table>
Who generates the ideas in your classroom?

How can you prompt students in thought-provoking ways to enable them to generate original ideas?

How can you build in student choice and decision-making while still scaffolding their learning and supporting their success?
Individual and Collaborative Work

Performance Indicator VA:Cr1.1.1 is the first place we see collaboration appear in the Visual Arts standards. Collaboration is a recurring theme throughout the standards and is a characteristic of contemporary practice, in which artists collaborate with other artists and professionals outside the art field to realize artistic work.
Enduring Understanding 1.2 states that “Artists and designers shape artistic investigations.” How can you frame artistic problems so students can “investigate?” How do you help students generate original problems and solutions as they work?
Saftey and Responsibility

Enduring Understanding 2.2 emphasizes artistic safety and responsibility. How do artists navigate copyright, safety, environmental concerns, and responsibility in the production and sharing of images? How do digital and online opportunities for gathering resources and sharing images affect these responsibilities and concerns?
Traditional and Contemporary

Performance indicators in Anchor Standard 3 and throughout the CREATING standards refer to traditional and contemporary practice. Do you include contemporary artists in your references to students? How are contemporary approaches different from traditional ones? Why are both important for students to experience and understand?
Presenting—considering the role and means of connecting to an audience—is a new addition to the NYS Visual Arts Standards. When implementing this in a curriculum, consider the 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.
Think

Are there any lessons you already do that incorporate PRESENTING?

How could you add a PRESENTING component to an existing lesson?
Presenting

Anchor Standards 4 and 5 deal with the presentation of artistic work. Anchor Standard 4 refers to the selection of work for presentation. Anchor Standard 5 refers to the selection of materials, environment, venue, and other factors that affect the presentation—and ultimately the interpretation—of the work.
Presentation and Meaning

Anchor Standard 6 suggests that the presentation of work contributes to its perceived meaning. Consider how a museum curator makes decisions about what works will be presented together. How does the grouping of the work affect how the viewer sees it and interprets meaning?
Think

Can you think of a work of art that has prompted different interpretations over time, in different settings, or when juxtaposed with other work(s)?

How is the perception of a work different when it is presented online as compared to being viewed in person?
Art Criticism Models

Anchor Standards 7, 8, and 9 lead students through a process of perceiving, analyzing, interpreting, and making judgements about artistic work. Feldman’s model of art criticism is the prevailing model used in schools, but there is more than one model of art criticism. Do you need to explore new models of art criticism to take into account the varied cultural contexts in which artworks are made?
Context-Based Interpretation

Anchor Standard 7 reminds us that the creation of artwork is always influenced by the circumstances in which it is made. These circumstances can be personal, historical, or cultural. How can you include consideration of context when you model a process of art criticism for your students?
Whose Criteria?

Anchor Standard 9 asks students to consider the difference between personal preference and a criteria-based evaluation. How are criteria generated? In what ways are criteria culturally based? How can you teach students how to generate, evaluate, and use appropriate criteria?
Anchor Standard 10 emphasizes the connection of personal experiences to making and perceiving artistic work. How can you help students use their own ideas and experiences to generate increasingly meaningful and personal artistic work?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd VA:Cn10.1.3</td>
<td>Create works of art that reflect community cultural traditions.</td>
<td></td>
</tr>
<tr>
<td>4th VA:Cn10.1.4</td>
<td>Develop a work of art, based on observations of surroundings.</td>
<td></td>
</tr>
<tr>
<td>5th VA:Cn10.1.5</td>
<td>Generate a collection of ideas reflecting current interests and concerns that could be investigated in artistic work.</td>
<td></td>
</tr>
<tr>
<td>6th VA:Cn10</td>
<td>Apply for concept vocabulary and design surrounding ways through artmaking.</td>
<td></td>
</tr>
</tbody>
</table>
Cultural Connection

Anchor Standard 11 guides us to explore the ways in which art and design are influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape culture.
Enduring Understanding 11.2 and Essential Questions focus on the innovative skills that make students college and career ready, preparing them with the creative problem-solving skills necessary for careers in the arts and highly sought after in career fields outside the arts.
Cross-Curricular Connections

Anchor Standard 11 points out that students should understand ways that the arts connected to, have influence on and, in turn are influenced by, other areas of knowledge experience outside the arts.
Implementing the Standards

Some things to consider as you begin to develop curriculum and/or assessment for your classroom, school, or district.
Guiding Principles

How can new standards transform old curriculum?

• Curriculum design begins by identifying desired learning outcomes. How might you focus on Big Ideas and Enduring Understandings as outcomes, rather than the production of a specified product?

• Students can make, implement, and reflect on important decisions about their own work. How will students have opportunities to make decisions about the direction of their work?

• Works of art embody and influence people’s needs, desires, beliefs, traditions, and values. How do beliefs, traditions and values engage students with artworks?

• 21st Century Skills focus on critical thinking, creativity, collaboration. Who is doing the generating of ideas and determining how the creating will unfold? How can you give your students opportunities to create and invent without constant teacher direction toward a predetermined finished product?

• Generating and solving artistic problems prepares people to contribute to global solutions. How can you help students understand artistic problem solving of the past, present, and future? How do you foster students’ independent art thinking and artmaking that transcends your expectations?
Transition Steps

How can new standards transform old curriculum?

1. Study the new Arts Anchor Standards and Enduring Understandings for Visual Arts.
2. Think over the units and lessons in your curriculum.
   • Which Anchor Standards are fairly well represented?
   • Which Anchor Standards are not well represented, or missing altogether?
   • Which units or lessons will need little to no adaptation?
   • Which units could be expanded with a few more activities (e.g., adding a collaborative step)
3. Consider new units or lessons you may need to develop to meet all 11 Anchor Standards.
   • Not all 11 anchor standards need be addressed in one lesson. The weight and time devoted to each anchor standard may vary.
4. Consider adding at least one Media Arts unit or lesson to your curriculum.
   • The number of Media Arts Standards, weight of each standard, and time devoted to each standard may vary depending on the Media Arts unit or lesson that is incorporated.

• Are there any lessons or units that should be discarded?
Next Steps

How can new standards transform old curriculum?

1. Review the Anchor Standards and Performance Indicators again, paying close attention to the Enduring Understandings, Essential Questions, and Process Components to deepen student understanding.

2. For each unit you teach, choose developmentally appropriate Big Ideas/Enduring Understandings, and Essential Questions connected to the work students will investigate. These ideas and works will anchor your curriculum.

3. How can you deepen or expand opportunities for…
   - Culturally responsive content and instruction?
   - Differentiated options that meet your objectives and give students investigative opportunities?
   - Media Arts (especially 4-D)?
   - A balance of traditional and contemporary art and artists?
   - A balance of art and artists from various cultures past and present?
   - Equal representation of genders among selected artists, topics, and themes?
   - Recognizing student growth as well as curriculum mastery?
Think

Does Media Arts learning occur in your Visual Arts classroom? If so, how? If not, how could you extend a lesson or activity to cross over into a media arts domain?
Additional Resources

See the Arts page on the New York State Education Department website for more resources to support the implementation of the Standards.
At-a-Glance, Glossaries, and Posters

The NYSED Arts web page provides access to many resources to support implementation of the standards.

• Anchor Standards, Enduring Understandings, and Essential Questions Posters
• Discipline Specific Comprehensive Posters
• Discipline Specific Standards At-a-Glance Documents
• Discipline Specific Glossaries

http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources
Interactive Training Webinars

The NYS Arts Standards Overview Webinars provide an in-depth narrated explanation of the Philosophical Foundations and Overarching Structure of the 2017 New York State Learning Standards for the Arts. These webinars cover what is common to all five Arts disciplines in the new Standards.

http://www.nysed.gov/curriculum-instruction/arts-overview-webinars
Customized Standards Workbooks

An interactive site is available to customize a Standards workbook tailored to your specific discipline and teaching level(s).

Enter your Arts discipline, teaching level, and/or other parameters and print a list of Anchor Standards, Enduring Understandings, Essential Questions and Performance Indicators specific to your needs.

http://www.nyartsstandards.org/
The interactive New York State Arts Standards Workbooks site also provides access to National Core Arts Standards Model Cornerstone Assessments and samples of student work. Teachers can select Arts discipline, grade level(s), and Artistic Process to view examples of student works most applicable to their own teaching situation.

http://www.nyartsstandards.org/
New York State Learning Standards for the

ARTS

Together We • Create • Present • Perform • Produce • Respond • Connect

Thank you!

For more information, please visit http://www.nysed.gov/curriculum-instruction/arts