Preparing Your District for the 2017 New York State Learning Standards for the Arts

New York State Learning Standards for the ARTS

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

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Leslie Yolen
DATAG December 8, 2017
Overview

• Introduction to the PK-12 NYS Learning Standards for the Arts
  • Brief history and comparison to the 1996 Arts Standards
  • Structure including the Artistic Processes, Anchor Standards, Performance Indicators, and performance achievement levels.

• the NYSED timeline for standards roll-out and the Arts Implementation Guide.

• on-line Arts Standards resources and access to professional development trainers.

• SCED’s coding advances for dance, music, theater, media and visual arts.
Process and Field Engagement Strategy

4. Where is your school/agency located?
   - Long Island
   - New York City
   - Lower Hudson Valley
   - Mid Hudson Valley
   - Capital District
   - North Country/Adirondacks
   - Central NY
   - Western NY
   - Southern Tier
   - Not Applicable

5. In which type of district do you work?
   - New York City
   - Large City
   - Small City
   - Suburban
   - Rural
   - BOCES
   - Not Applicable

6. In which type of school do you work?
   - Public
   - Charter
   - Not Applicable

ANCHOR STANDARDS

7. What is your degree of familiarity with the New York State Arts Standards?
   - not at all familiar
   - vaguely familiar
   - moderately familiar
   - very familiar

Comments:
WHY new arts standards?

The Content of Art has Evolved

- New media are evolving at an ever-increasing pace (media arts)
- Technology has changed access to viewers and presentation venues
- Many contemporary artists place less emphasis on formal properties of the work and more emphasis on ideas and interactions
- Collaboration with other artists and professionals
- Artists facilitate meaningful interactions with the viewer (interactive process as well as product)
WHY new arts standards?

The Field of Education has Evolved

• Technology has changed both content and the way learning takes place
• Emphasis on communication skills and collaboration
• Recognition of the need for creative problem solvers in the workforce
• Higher level thinking has become a focus
• Recognition of relationships and interdisciplinary learning (STEAM)
NYS Arts Standards Then and Now

**THEN**
1996 NYS Arts Standards

- 4 Arts Disciplines — Dance, Music, Theater, Visual Arts
- 4 sets of Discipline-Specific Content Standards
- Clustered Grade Bands
- Paper-based

**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

**SHARED**

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

**Shared Elements**

- Traditional and Contemporary Approaches for Artistic Literacy in a Digital Age

Colletti/Yolen (12.8.17DATAG) - for participant use
How are the new standards organized?

Artistic Processes

Creating
Presenting
Producing
Responding
Connecting
Creating
Responding
Performing
Presenting
Producing
Student Art Experience
Responding
Connecting
<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Anchor Standards</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cr</strong> Creating</td>
<td>1. Generate and conceptualize artistic ideas and work.&lt;br&gt;2. Organize and develop artistic ideas and work.&lt;br&gt;3. Refine and complete artistic work.</td>
<td>All Disciplines&lt;br&gt;○ Pre-K – 8th Grade&lt;br&gt;● grade by grade&lt;br&gt;○ High School&lt;br&gt;● HSI – Proficient&lt;br&gt;● HSI – Accomplished&lt;br&gt;● HSI – Advanced&lt;br&gt;--------------------------</td>
</tr>
<tr>
<td><strong>Pr</strong> Performing (Dance, Music, Theater)&lt;br&gt;Presentation (Visual Arts)&lt;br&gt;Producing (Media Arts)</td>
<td>4. Select, analyze, and interpret artistic work for presentation.&lt;br&gt;5. Develop and refine artistic techniques and work for presentation.&lt;br&gt;6. Convey meaning through the presentation of artistic work.</td>
<td>Music Only – Additional Strands&lt;br&gt;○ Harmonizing Instruments, Traditional and Emerging Ensembles&lt;br&gt;● Novice – 5&lt;br&gt;● Intermediate – 8&lt;br&gt;○ Composition &amp; Theory, Technology&lt;br&gt;● HSI – Proficient&lt;br&gt;● HSI – Accomplished&lt;br&gt;● HSI – Advanced</td>
</tr>
<tr>
<td><strong>Re</strong> Responding</td>
<td>7. Perceive and analyze artistic work.&lt;br&gt;8. Interpret meaning in artistic work.&lt;br&gt;9. Apply criteria to evaluate artistic work.</td>
<td></td>
</tr>
<tr>
<td><strong>Cn</strong> Connecting</td>
<td>10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.&lt;br&gt;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>
<td></td>
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</tbody>
</table>
Artistic Processes

11 Arts Anchor Standards

Discipline-based Instructional Resources
- EU’s & EQ’s
- Process Components
- Implementation Guide
- Glossaries
- Inclusion Strategies

Discipline Specific Performance Indicators

Colletti/Yolen (12.8.17DATAG) - for participant use
3 Proficiency Levels at the High School

**HS Proficient VA:Cr1.1.HSI**
- Use multiple approaches to begin creative endeavors.

**HS Accomplished VA:Cr1.1.HSII**
- Formulate, individually or collaboratively, new creative problems, based on student's existing artwork.

**HS Advanced VA:Cr1.1.HSIII**
- Visualize and hypothesize to generate ideas and plans for creating art and design that can affect social change.
## Figure 4: Grade Division Comparison

### 1996 Arts Standards Grade Bands

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Grades K-6</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Grades 7-8 (1/2-unit credit)</td>
</tr>
<tr>
<td>Commencement</td>
<td>CGEL, applies to foundational arts course used to earn 1 unit of arts credit</td>
</tr>
<tr>
<td></td>
<td>required to graduate high school</td>
</tr>
<tr>
<td></td>
<td>MSL, in addition to CGEL standards, applies to courses used to fulfill a</td>
</tr>
<tr>
<td></td>
<td>3 or 5-unit sequence in the arts</td>
</tr>
</tbody>
</table>

### 2017 Arts Standards Grade Levels

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pk</td>
<td>Applies to a foundational arts course, used to earn 1 unit of arts credit</td>
</tr>
<tr>
<td></td>
<td>required to graduate high school</td>
</tr>
<tr>
<td>K</td>
<td>In general, applies to those arts courses beyond the foundational level</td>
</tr>
<tr>
<td></td>
<td>used to guide and assess the 2nd, 3rd units of credit in an arts sequence</td>
</tr>
<tr>
<td>1</td>
<td>In general, applies to those arts courses beyond the accomplished level,</td>
</tr>
<tr>
<td></td>
<td>used to guide and assess the 4th-5th units of credit in an arts sequence</td>
</tr>
<tr>
<td>2</td>
<td>In general, applies to those arts courses beyond the accomplished level,</td>
</tr>
<tr>
<td></td>
<td>used to guide and assess the 4th-5th units of credit in an arts sequence</td>
</tr>
<tr>
<td>3</td>
<td>In general, applies to those arts courses beyond the accomplished level,</td>
</tr>
<tr>
<td></td>
<td>used to guide and assess the 4th-5th units of credit in an arts sequence</td>
</tr>
</tbody>
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NYS Arts Standards Implementation Timeline

• Fall 2017
  o Board of Regents review new draft arts standards
  o Develop rollout strategy & implementation guidance
  o Develop guidance to support curriculum & assessment development

• 2017-18 School Year - transition year
  o Educators to receive professional development and practice with the new standards

• 2018-19 School Year - full implementation
RESOURCES


• Conceptual Framework
• Enduring Understandings & Essential Questions
• Discipline-specific Glossaries
• Inclusion Strategies
• Implementation Guide
New York State Learning Standards for the
ARTS

NEW YORK STATE EDUCATION DEPARTMENT

Guidance on Implementing the
New York State Revised Learning Standards for the Arts
Draft Summer 2017
Arts Implementation Guide

District Responsibilities (excerpt)

• Develop standards-based P-12 district curricula for the arts disciplines.

• 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 administrators, teachers, and staff members with professional development opportunities focused on discipline-specific instructional practices and cross-content connections.
District Responsibilities (excerpt)

• Provide arts resource guidance documents for all P-12 administrators and supervisors in the arts.

• 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.

• 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 options and NYS Flow charts.
Resources for 4+1 Arts Pathway & the Arts Flow Charts

• Diploma Credential Summary (updated February 2017)

• NYSED Multiple Pathways (includes arts assessment options)

• NYSED Arts Publications (Dance, Music, Theater, Visual Arts (Media Arts) Flow Charts)
Nexus=Visual Arts/Media Arts
State Education Agency Directors of Arts Education

http://www.seadae.org/Home.aspx

National Center for Education Statistics (NCES)

School Codes for the Exchange of Data (SCED)

https://nces.ed.gov/forum/SCED.asp
The New York State Learning Standards are a living set of expectations designed to meet the ever-changing needs of our students and to ensure their success in postsecondary education and in the workplace.
Questions?