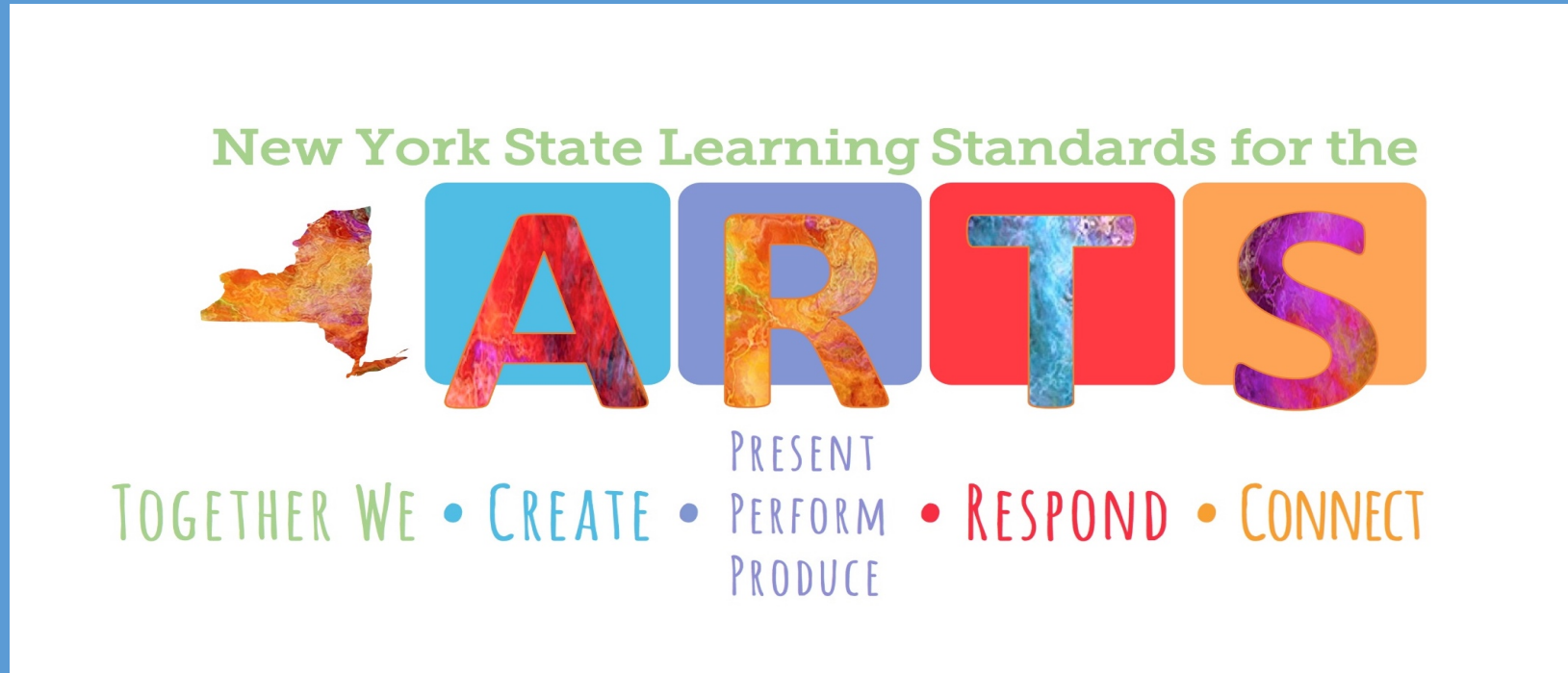


Preparing Your District for the 2017 New York State Learning Standards for the Arts



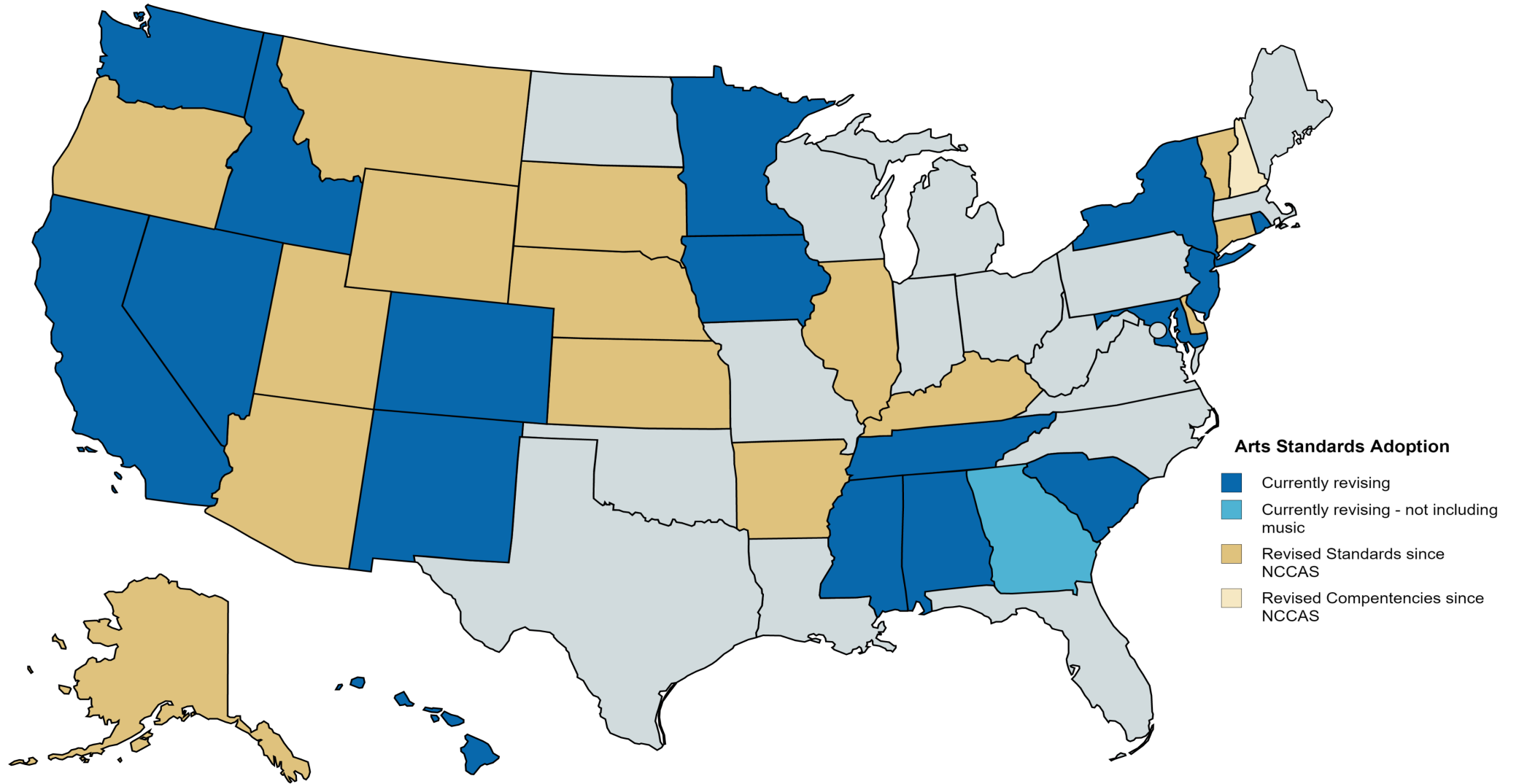
Katy Colletti

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.



Created with mapchart.net ©



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?

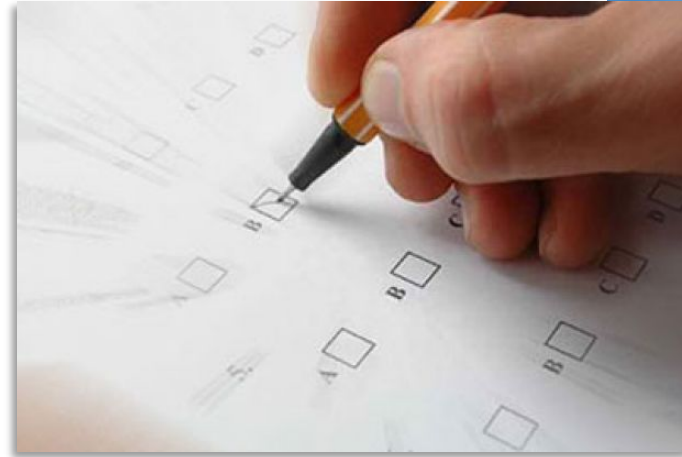
- Public
- Nonpublic
- Charter
- Not Applicable

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)

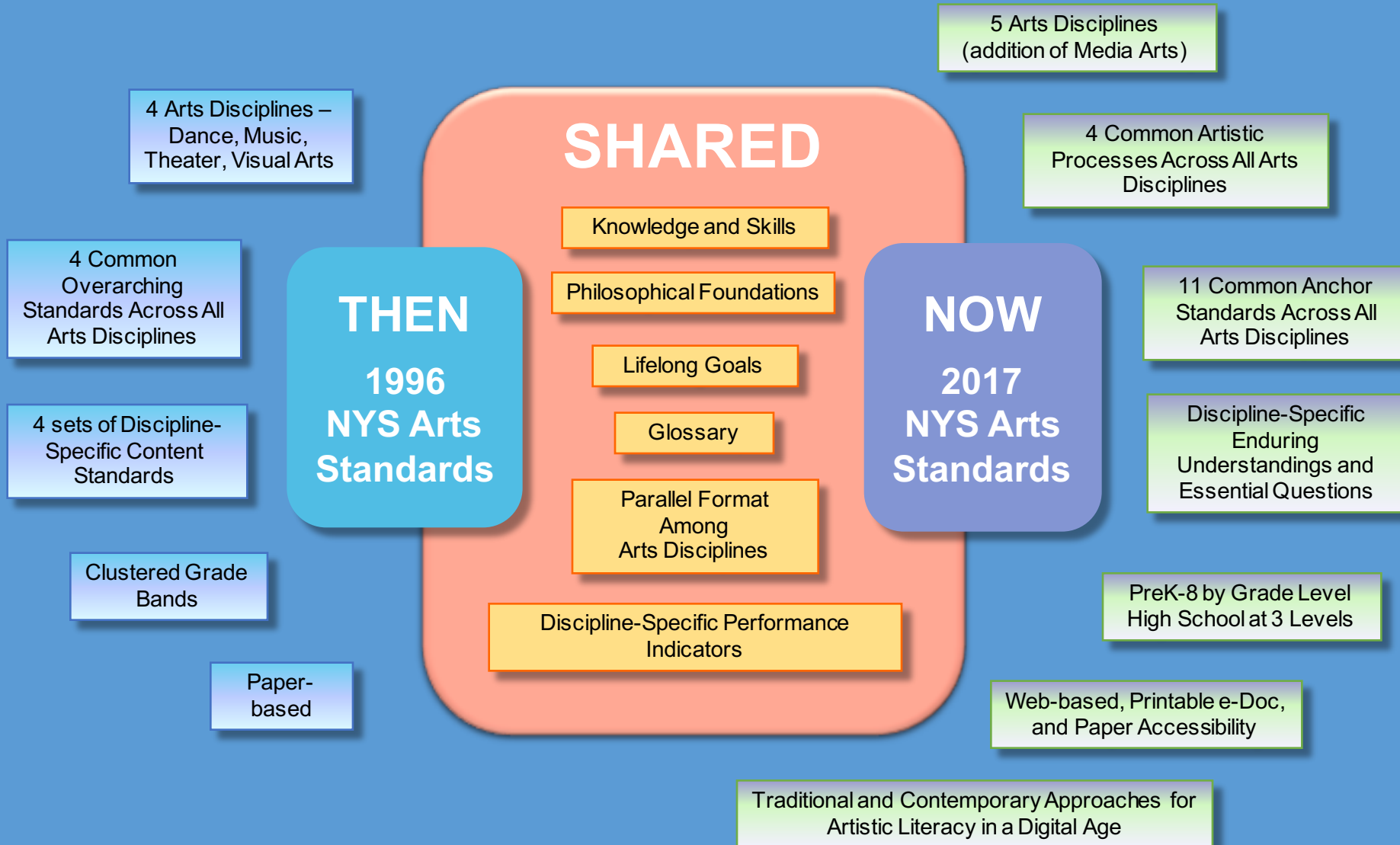
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WHY new arts standards?

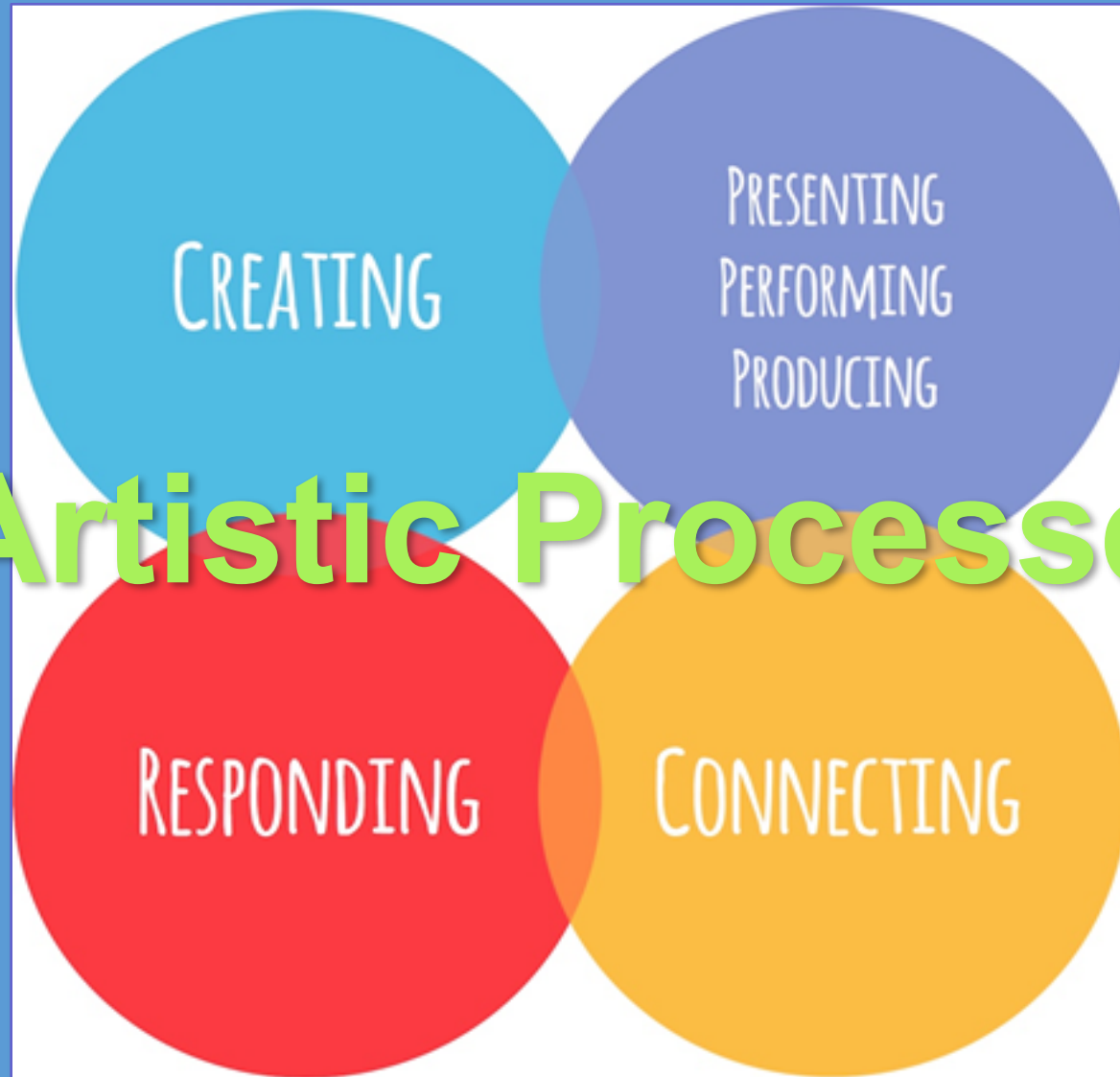
The Field of Education has Evolved

- 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)

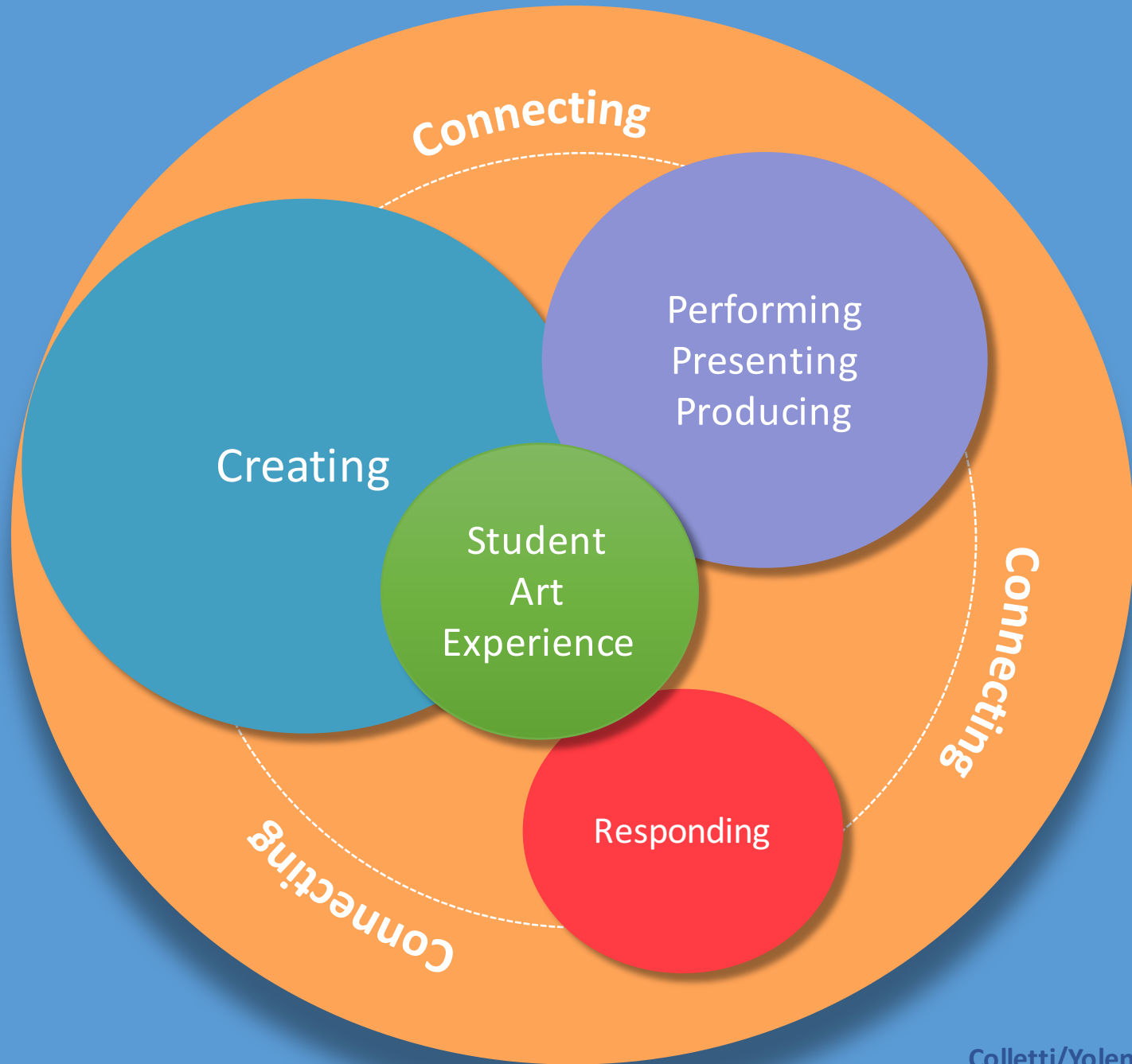
NYS Arts Standards Then and Now



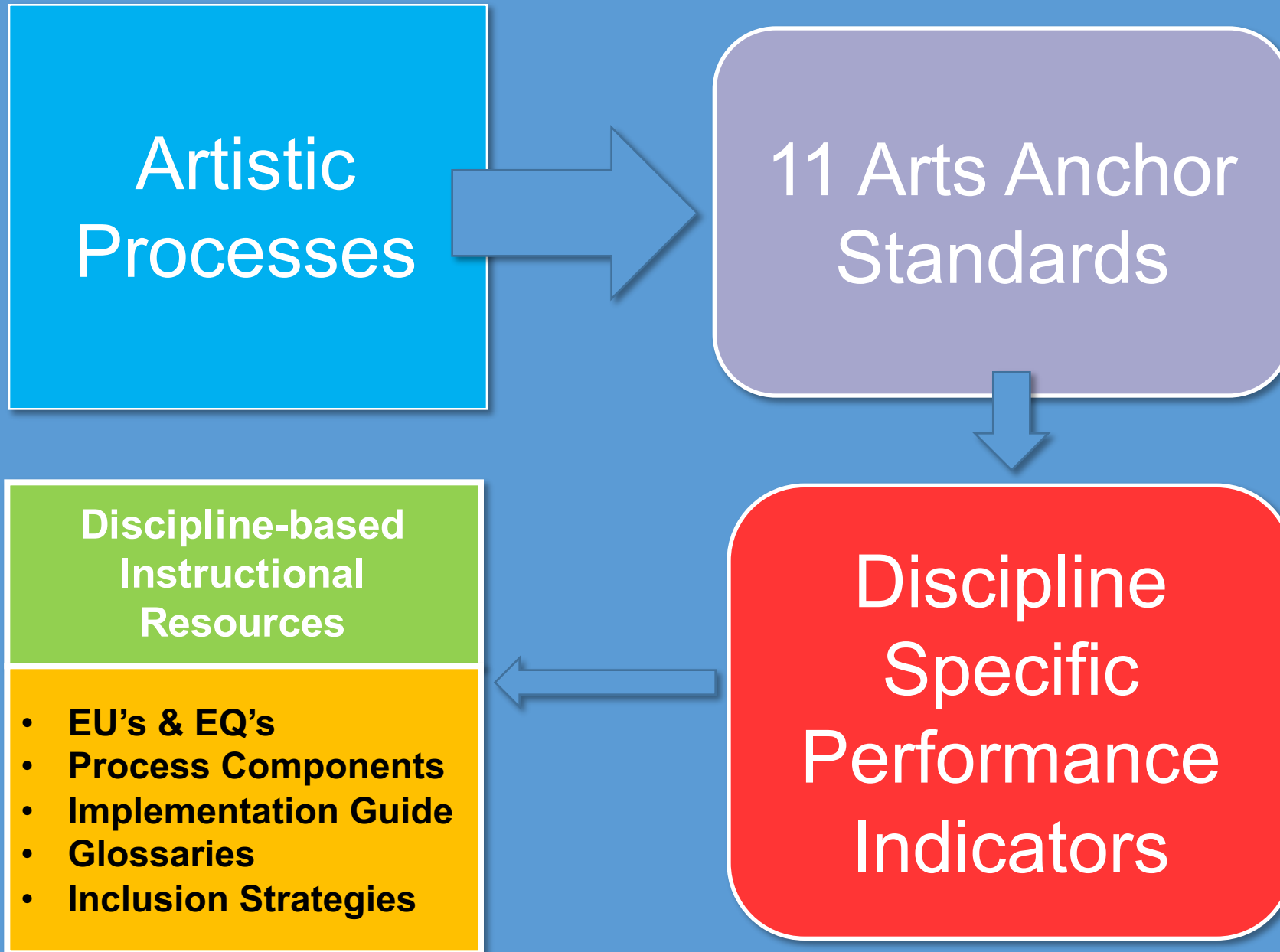
How are the new standards organized?



Artistic Processes



Artistic Processes <i>Shared by all disciplines</i>		Anchor Standards <i>Shared by all disciplines</i>	Performance Indicators <i>Discipline - specific</i>
Cr	Creating	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<p>All Disciplines</p> <ul style="list-style-type: none"> ○ Pre-K – 8th Grade <ul style="list-style-type: none"> • grade by grade ○ High School <ul style="list-style-type: none"> • HSI – Proficient • HSII – Accomplished • HSIII – Advanced <p style="text-align: center;">●●●●●●●●●●</p> <p>Music Only – Additional Strands</p> <ul style="list-style-type: none"> ○ Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> • Novice - 5 • Intermediate - 8 ○ Composition & Theory, Technology <ul style="list-style-type: none"> • HSI – Proficient • HSII – Accomplished • HSIII - Advanced
Pr	Performing (Dance, Music, Theater) Presenting (Visual Arts) Producing (Media Arts)	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	
Re	Responding	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret meaning in artistic work. 9. Apply criteria to evaluate artistic work. 	
Cn	Connecting	<ol style="list-style-type: none"> 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. 	



Visual Art Standards “At-A-Glance”

Performance Standards PK-12, Page 1 Example

VISUAL ARTS ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 1

Anchor Standard 1 Generate and conceptualize artistic ideas and work.

Enduring Understanding 1.1 Creativity and innovation are developed.

Enduring Understanding 1.2 Artists and designers work with traditions in past and present art.

Pre-K	Kindergarten	1st	HS Proficient VA:Cr1.1.HSI	HS Accomplished VA:Cr1.1.HSII	HS Advanced VA:Cr1.1.HSIII
VA:Cr1.1.PK a. Engage in self-directed play with materials.	VA:Cr1.1.K a. Engage in exploration and imaginative play with materials.	VA:Cr1.1.K a. Engage in collaborative exploration and imaginative play with materials.	a. Use multiple approaches to begin creative endeavors.	a. Formulate, individually or collaboratively , new creative problems, based on student's existing artwork.	a. Visualize and hypothesize to generate ideas and plans for creating art and design that can affect social change.
VA:Cr1.2.PK a. Engage in self-directed, creative making.	VA:Cr1.2.K a. Engage collaboratively in creative artmaking in response to an artistic problem.	VA:Cr1.2.K a. Use and explore preparatory making techniques.			

Process • CREATING
Components • INVESTIGATE, PLAN, MAKE

Process • CREATING
Components • INVESTIGATE, PLAN, MAKE

3 Proficiency Levels at the High School

Figure 4: Grade Division Comparison

1996 Arts Standards Grade Bands		2017 Arts Standards Grade Levels	
Elementary		Grades K-6	
Intermediate		Grades 7-8 (1/2-unit credit)	
Commencement	CGEL	Applies to a foundational arts course used to earn the 1 unit of arts credit 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	
		Pk	4
		K	5
		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
		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



NYS Arts Standards Implementation Timeline

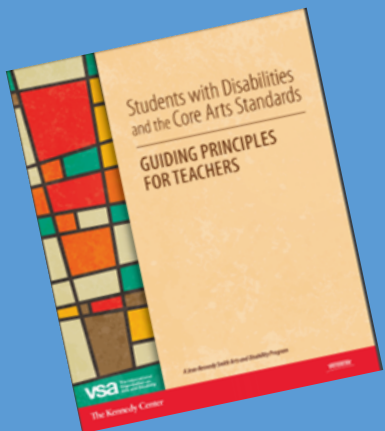
- **Fall 2017**
 - Board of Regents review new draft arts standards
 - Develop rollout strategy & implementation guidance
 - Develop guidance to support curriculum & assessment development
- **2017-18 School Year- transition year**
 - educators to receive professional development and practice with the new standards
- **2018-19 School Year- full implementation**



RESOURCES

<http://www.p12.nysed.gov/ciai/arts/standards/home.html> and www.nationalartsstandards.org

- Conceptual Framework
- Enduring Understandings & Essential Questions
- Discipline-specific Glossaries
- Inclusion Strategies
- Implementation Guide



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
Draft Summer 2017**

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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.

Arts Implementation Guide

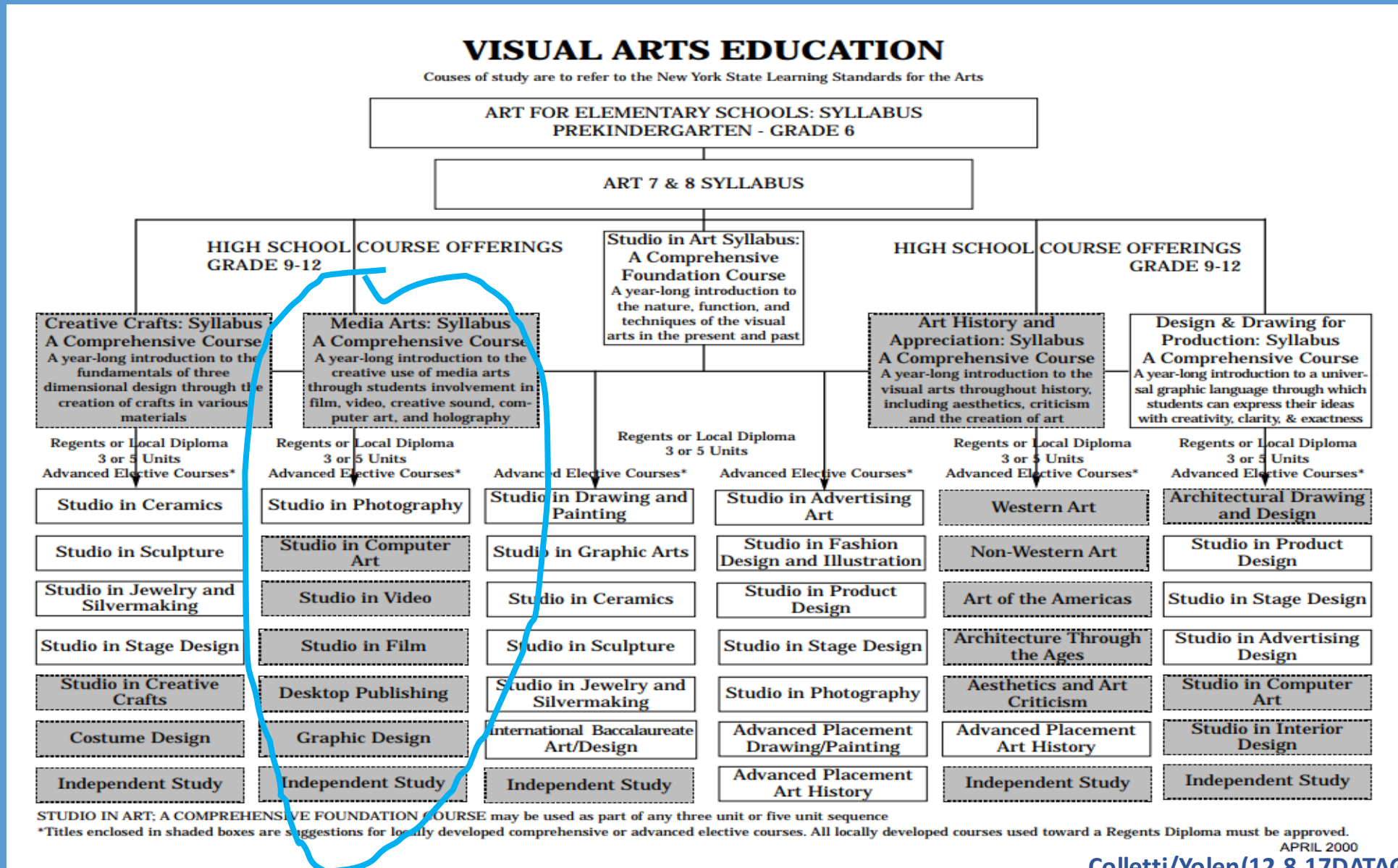
District Responsibilities (excerpt)

- 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)
<http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaCredentialSummary.pdf>
- NYSED Multiple Pathways (includes arts assessment options)
<http://www.p12.nysed.gov/ciai/multiple-pathways/>
- NYSED Arts Publications (Dance, Music, Theater, Visual Arts (Media Arts) Flow Charts)
<http://www.p12.nysed.gov/ciai/multiple-pathways/>

Nexus=Visual Arts/Media Arts



*Secondary School Course Classification System:
School Codes for the Exchange of Data*

*2017 Course Codes Review and Suggested
Revisions for Visual and Performing Arts*

*Prepared by:
The Data Taskforce of the
State Education Agencies Directors of Arts Education*



*Prepared for:
The National Center for Education Statistics
School Codes for the Exchange of Data
March 2017*

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>



NEW YORK STATE LEARNING STANDARDS for the ARTS

Dance • Music • Theater • Visual and Media Arts

LEARN ABOUT THE STANDARDS:



What Are The Standards?

A process that guides educators in providing a unified quality arts education for students in Kindergarten through high school.

Read more ▶▶▶

CR

Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard

PR

Performing/ Presenting/ Producing

- Anchor Standard #4. Analyze, Interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.

RE

Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard

CN

Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and work with

BROWSE THE HANDBOOKS:

Standards at a Glance

View the Anchor Standards

Model Cornerstone Assessments

View Student Artworks

Customize your own handbook.



National Core Arts Standards • Glossary • Resources • Credits



<http://www.nyartsstandards.org/>

New York State Learning Standards for the



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

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?

