

GUIDING PRINCIPLES

HOW CAN NEW ARTS STANDARDS TRANSFORM OLD CURRICULUM?



THINK

CURRICULUM

Visual Arts

This document is designed to support Visual Art educators in adapting existing curricula to the 2017 New York State Learning Standards for the Arts. Students in all settings display a wide mix of maturity levels, skill levels, and intellectual conceptual development. Some students may require increased challenges or increased support to achieve or exceed grade-level Performance Indicators listed in the Standards. The Performance Indicators reinforce a progression of skills, abilities, knowledge and socio-emotional development as grade levels increase. They can be adapted as appropriate to students' needs and prior experiences.

Students can make, implement, and reflect on important decisions about their own work.

- How will you provide students with opportunities to participate in decision-making about their own Creating, Presenting, Responding, and Connecting?

Curriculum design begins by identifying desired learning outcomes.

- What should students understand, know, and be able to do?
- How might you focus on Big Ideas and Enduring Understandings as outcomes, rather than the production of a specified product?

21st Century Skills focus on critical thinking, creativity, and 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?

Presentation of artwork includes a variety of criteria, methods and resources to convey meaning.

- Are students making any exhibition decisions?
- How will the audience interact with the work?
- How can the presentation of the artwork change the audience interpretation of it?

Critical analysis of artwork includes multiple evaluation tools and criteria which are context-dependent.

- Whose set of criteria is being used and why?
- How can you encourage students to determine appropriate criteria for understanding and evaluating works?
- How can you help students self-evaluate on these skills?

Artistic ideas shape cultures past, present and future.

- How can you give students opportunities to engage with both traditional and contemporary art forms?
- Why is contemporary art important?
- How does contemporary art connect to students' lives and concerns?
- What interdisciplinary connections support traditional and contemporary artistic practices?
- How do traditional and contemporary art processes influence future art creation?

Works of art embody and influence the needs, desires, beliefs, traditions, and values of people.

- What is the difference between fine art and design?
- How do beliefs, traditions and values reflect and engage students with artworks?

Generating and solving artistic problems prepares people to contribute to innovative solutions for global advancement.

- How are innovation and culture referenced in artmaking?
- How can you help students understand artistic problem solving in past, present, and future contexts?
- Can your curriculum help students connect problem solving skills essential to STEAM?
- How do you foster students' independent Art thinking and Art making that transcends your expectations?

The Media Arts connect Visual Art to 21st Century thinking and Art making.

- How can you extend your curriculum to begin integrating the moving image into some lessons?
- What innovative artworks and ideas are communicated through Media Arts production?

THINK

PRIORITIZE

*depth over breadth.
The Arts Standards are based on Big Ideas, Enduring Understandings, and Essential Questions as an approach to curriculum design. How can you help students develop and unfold more meaningful and well-developed ideas over time?*

TRANSITION STEPS

REVIEW • PLAN • EXPERIMENT

- 1. Study the Anchor Standards and Visual Arts Enduring Understandings.**
- 2. Reflect upon 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 or a presenting step)?
 - Are there any lessons or units
- 3. Consider developing new units or revising lessons in your curriculum to meet the eleven Anchor Standards.** Not all eleven 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.

Visual Art is a required subject at the middle school level (grades 7-8) and each grade at the elementary level; one unit of credit in the Arts is required at the high school level. Courses used to satisfy the high school required unit of study should be broad in media exploration, comprehensive, and foundational (e.g. Studio in Art), and meet ALL the Visual and/or Media Arts Standards for the HSI level; advanced electives may be narrower in scope and are not required to meet ALL the standards.



NEXT STEPS

ALIGN • APPLY • GROW • INTEGRATE

- 1. Review the Anchor Standards and Performance Indicators again,** now paying closer attention to the Enduring Understandings, Essential Questions, and Process Components. These are broad and inclusive statements which, when explored via local curriculum opportunities, lead to fulfillment of the Standards.
- 2. For each unit you teach, choose developmentally appropriate Big Ideas, Enduring Understandings, and Essential Questions** that are connected to artworks students will investigate. These will anchor your curriculum.
- 3. Do your units or lessons actively engage students in reflecting on Big Ideas, Enduring Understandings, and Essential Questions** in the various stages of making Art?
- 4. How you can you deepen or expand opportunities for...**
 - Formative and summative assessment?
 - Culturally responsive content and instruction?
 - Differentiated options that meet your objectives while also giving 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?
- 5. Explore and try out new or adapted units.**
 - Practice reflection. What worked? What didn't work? What would you change?