

## Toolkit for Visual Arts

### *A Self-Guided Tour of the NYS Learning Standards for the Arts: Visual Arts*

**Goal:** To provide educators with essential questions and discussion points as they work through: *A Self-Guided Tour of the NYS Learning Standards for the Arts: Visual Arts*

#### **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

#### **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](#)

#### **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 the 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.

### **STOP 1: Guiding Principles**

This stop is intended to introduce participants to important principles that form the foundations of the new NYS Learning Standards for Visual Arts. These guiding principles explore the importance of student development, interdisciplinary connections, expertise, visual arts opportunities, sequenced engagement, access and equity.

### **STOP 2: Navigating the NYS Learning Standards for Visual Arts**

The introduction to the standards is essential to the contextualization and understanding of the standards, how they are structured, organized, and how they are to be applied at each grade level. This stop is intended to introduce participants to the structure of the new 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:** (or discuss in a small group)

- *What differences do you notice in the structure and framework of the new 2017 Theater Standards compared to the 1996 Standards?*

### **STOP 3: 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.

**Creating: THINK** (or discuss in a small group)

- *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?*

**Presenting: THINK** (or discuss in a small group)

- *Are there any lessons you already do that incorporate PRESENTING?*
- *How could you add a PRESENTING component to an existing lesson?*

**Responding: THINK** (or discuss in a small group)

- *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?*

**Connecting: THINK** (or discuss in a small group)

- *How can students use art and design as a tool for expressing social ideas to influence change?*
- *How can you utilize the Essential Questions to instruct and enable your students to develop the innovative problem-solving skills that will make them college-and-career-ready for opportunities in the arts as well as in other career fields?*
- *How do you use research to enhance students' Visual Arts experiences and empower students to seek out arts opportunities for themselves?*

**STOP 4: Implementing the Standards**

Here are some things to consider as you begin to develop curriculum, instruction, and/or assessments for your classroom, school, or district.

- How can new standards transform old curriculum?
- How might you focus on Big Ideas and Enduring Understandings as outcomes, rather than the production of a specified product?
- How will students have opportunities to make decisions about the direction of their work?
- How do beliefs, traditions and values engage students with artworks?
- 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?
- How can you help students understand artistic problem solving of the past, present, and future? How do you foster a students' independent art thinking and artmaking that transcends your expectations?

**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?

## **STOP 5: Media Arts**

**THINK:** (or discuss in a small group)

*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?*

## **STOP 6: Additional Resources**

- At-a-Glance, Glossaries and Posters  
[www.nysed.gov/standards-instruction/arts](http://www.nysed.gov/standards-instruction/arts)
- Interactive Training Webinars  
[www.nysed.gov/standards-instruction/arts-overview-webinars](http://www.nysed.gov/standards-instruction/arts-overview-webinars)