



## What we value: Student-centered Standards

- Making certain the standards are student driven, student-centered.
  - Allowing a variety of student responses to art problems
  - Valuing a variety of student responses
  - Valuing experimentation within the arts classroom
- Value the social/emotion aspects of learning
  - How do we measure/assess?
- Value allowing students to express themselves individually
  - Arts allow them to safely explore ideas
- Value creating a community of artists at high school level
  - Both AZ standards and national standards do this well in some aspects already

## DRAFT Arizona Arts Standards Artistic Process Model



<b>Creating</b> - Conceiving and developing new artistic ideas and work.	<b>Performing</b> - Realizing artistic ideas and work through interpretation and presentation	<b>Responding</b> - Understanding and evaluating how the arts convey meaning	<b>Connecting</b> - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

## 2006 to 2015 – similar structure

2006 AZ Arts Standards	DRAFT 2015 AZ Arts Standards
Create	Creating
	Performing/Producing/Presenting
Relate	Responding
Evaluate	Connecting

## DRAFT Arizona Arts Standards Anchor Standard Statements

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## Artistic Literacy

- How do YOU define Artistic Literacy?
- Why is artistic literacy important?
- Share with a partner...

## 5 Artistic Disciplines

2006	2015
Dance	Dance
	<b>Media Arts</b>
Music	Music
Theatre	Theatre
Visual Arts	Visual Arts

- Definition of Media Arts:
  - Film and animation
  - Interactive artmaking (e.g. gaming)
  - Computation artmaking (writing code to create an aesthetic experience)
- Does NOT replace CTE standards – but complementary to them, focusing on aesthetics of artmaking

## Grade by Grade Level Standards

- Best practice in terms of instructional delivery
- Ease of differentiating instruction over time
- Ease of measuring student progress
- Kindergarten through 8<sup>th</sup> grade standards
- 3 levels at High School
- Think about how this grade by grade structure helps and/or hinders your teaching as an arts educator...

## High School Levels

Level	Working Definition
Proficient	One year of study
Accomplished	Two to Four years of study
Advanced	Honors or College Level study

## Music and its structure

Music 2006	Music 2015
General Music K-8 Grade by Grade Standards	General Music K-8 Grade by Grade Standards
Band/Choir/Orchestra separate standards by skill level	Traditional and Emerging Ensembles, Novice through HS Advanced (5 levels)
<div style="border: 1px solid black; padding: 5px; display: inline-block;">                     Indicate your interest in reviewing these other HS standards in the Music survey – we will be in touch!                 </div>	Harmonizing Instruments (Guitar/Piano)
	Music Theory and Composition
	Music Technology

## Example of what the Standards looks like (Visual Arts)

	K	1	2	3
	<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>	<b>3rd Grade</b>
1	Engage in exploration and imaginative play with materials.	Engage collaboratively (such as pairs, small group or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper marials).	Brainstorm collaboratively (such as contributing to and listening to various ideas) multiple approaches to an art or design problem (such as celebrations, cross-curriculum projects, school events).	Anchor 1
2	Engage collaboratively (such as using manipulatives for construction, adding to a group collage) in creative art making in response to an artistic problem.	Use observation and investigation in preparation for making a work of art.	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	Anchor 2
3	Through experimentation, build skills in various media and approaches to art-making (such as elements of art, other visual considerations).	Explore uses of materials, tools, approaches (such as elements of art, other visual considerations) to create works of art or design.	Experiment with various materials, tools, and approaches (such as elements of art, other visual considerations) to explore personal interests in a work of art or design.	Anchor 3
4	Observe safe practices with art materials, tools, and equipment.	Demonstrate safe and proper procedures for using materials, tools, and equipment when making art.	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	Anchor 4
5	Explain the process and/or subject matter of personal artwork.	Use art vocabulary to describe choices in personal artwork.	Discuss and reflect with peers about choices made in creating artwork.	Anchor 5
6	Select art objects for personal portfolio and display, explaining why they were chosen.	Explain why some objects, artifacts, and artwork are valued over others.	Categorize artwork based on a theme or concept for an exhibit.	Anchor 6

## First Look at the Standards: Dive in!

- Start with the familiar – review your home discipline, the grade level(s) you teach
- Can you find yourself in these standards?
- Can you find your **students** in these standards?
- What's challenging about these draft standards?
- What's encouraging?
- What's frustrating or deflating?
- What's exciting?
- And ultimately... do these standards get to **Artistic Literacy** in your discipline?

## Record your thoughts

- Use the dry erase papers at your table (discipline by discipline)
- Respond to the prompts there
- Use the dry erase markers and mark away!
  - Or add your thoughts on sticky notes and stick them in!

## If there's time...

- Go to another table and dive briefly into another discipline set of standards
- Respond to the prompts as an outsider
  - REMEMBER: Standards should be readable by those in the discipline and outside the discipline... outsider comments are REALLY useful!!

## ... but I've got more to say!

- Surveys will be available online starting tomorrow for your input
- In person meetings are available, too:
  - Kingman, October 27
  - Flagstaff, October 28
  - Yuma, October 31
  - Safford, November 3
  - AAEA Conference, Tempe, November 8
  - MEGA Conference, Tucson, November 19
  - Thespians Festival, Phoenix, November 20



Thank you!

- Your input is invaluable to our Standards Writing Teams.
- THANK YOU!
- Lynn Tuttle – [Lynn.Tuttle@azed.gov](mailto:Lynn.Tuttle@azed.gov)