





What are they?

# THE **NEW** NATIONAL STANDARDS FOR M

What is their philosophical  
basis?

How were they developed?

What impact will they have on  
teaching and learning?

How are they different from the  
former standards?

and

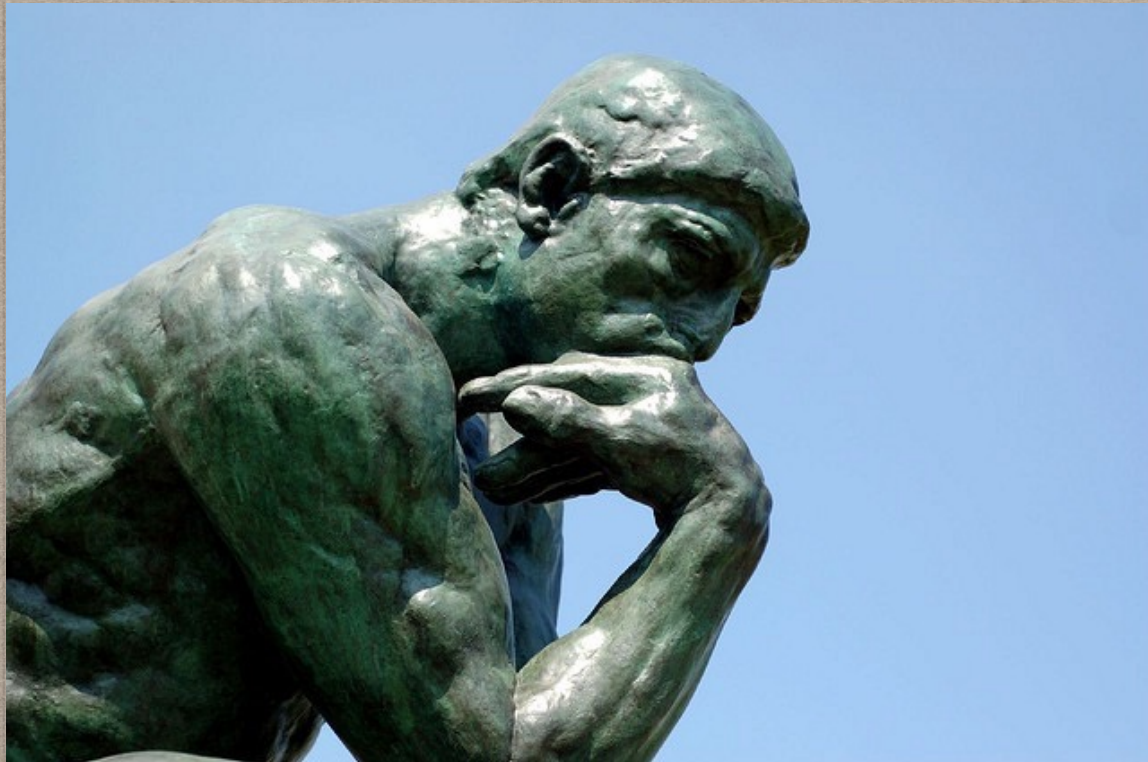
Can we use them?





**CONCEPTUAL AND**

**PHILOSOPHICAL  
FRAMEWORK**





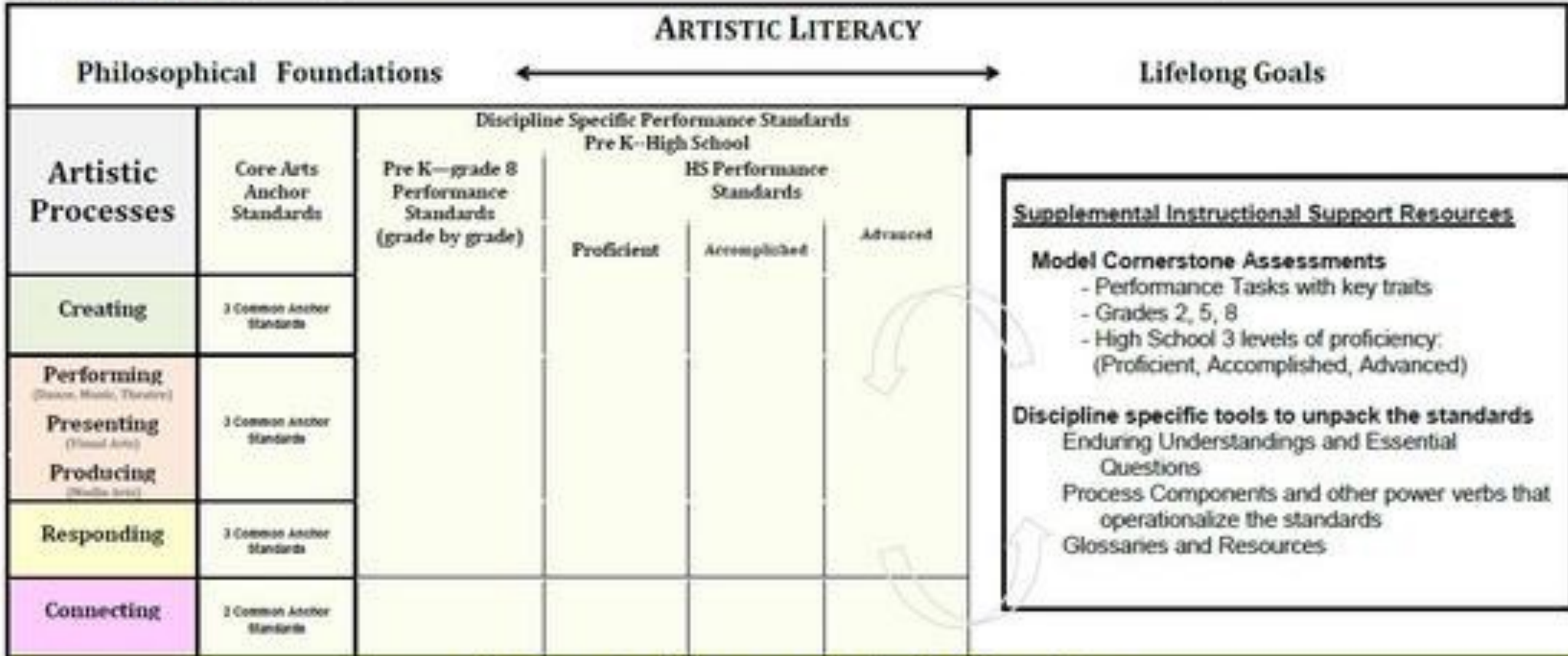
# THE NATIONAL CORE MUSIC STANDARDS CONCEPTUAL FRAMEWORK



## National Core Arts Standards

DANCE MEDIA ARTS MUSIC THEATRE VISUAL ARTS

Feb. 12, 2014





# PHILOSOPHICAL FOUNDATIONS

## PHILOSOPHICAL FOUNDATION

## LIFE-LONG GOALS

### The Arts as Communication

In today's multimedia society, the arts *are* the media, and therefore provide powerful and essential means of communication. The arts convey and inform life experience (i.e., the arts are ways of knowing).

*Artistically literate* citizens use a variety of artistic media, symbols and metaphors to independently create and perform, and are able to respond by analyzing and interpreting the artistic communications of others.



# PHILOSOPHICAL FOUNDATIONS

## PHILOSOPHICAL FOUNDATION

## LIFE-LONG GOALS

### The Arts as Creative Personal Realization

Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.

*Artistically literate* citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.



# PHILOSOPHICAL FOUNDATIONS

## PHILOSOPHICAL FOUNDATION

## LIFE-LONG GOALS

### The Arts as Culture, History, and Connectors

Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Understanding artwork provides insights into individuals' own and others' cultures and societies.

*Artistically literate* citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance.



# PHILOSOPHICAL FOUNDATIONS

	PHILOSOPHICAL FOUNDATION	LIFE-LONG GOALS
<b>Arts as Means to Wellbeing</b>	Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	<i>Artistically literate</i> citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.



# PHILOSOPHICAL FOUNDATIONS

## PHILOSOPHICAL FOUNDATION

## LIFE-LONG GOALS

### The Arts as Community Engagement

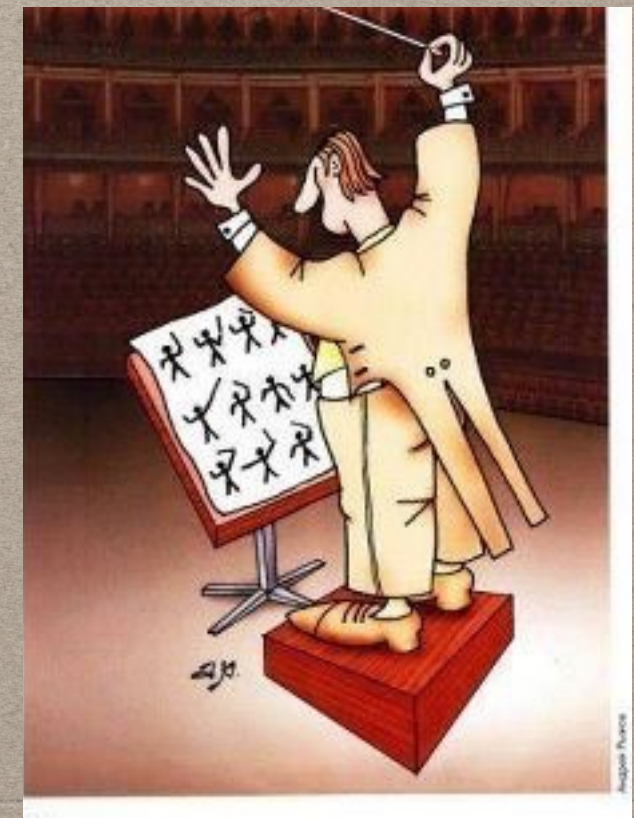
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.

*Artistically literate* citizens seek artistic experience and support the arts in their local, state, national, and global communities.



# WHAT DOES "ARTISTICALLY LITERATE" MEAN?

While individuals can learn *about* dance, media, music, theatre, and visual arts through reading print texts, artistic literacy requires that they engage in artistic creation processes *directly*.





***Critical thinking & problem solving***

This is the sound a comet makes

## 21ST CENTURY SKILLS

***Communication***

***Creativity and Innovation***

***Collaboration***



# 21ST CENTURY SKILLS



*"Anyone who has ever seen a student become excited, energized, and confident through artistic exploration has seen first-hand how arts education engages children and contributes to their overall development."*

*The 21st Century Arts Map, published by the Partnership for 21st Century Skills*  
[http://www.p21.org/storage/documents/P21\\_arts\\_map\\_final.pdf](http://www.p21.org/storage/documents/P21_arts_map_final.pdf)



# 21ST CENTURY SKILLS

## *Creativity and innovation*



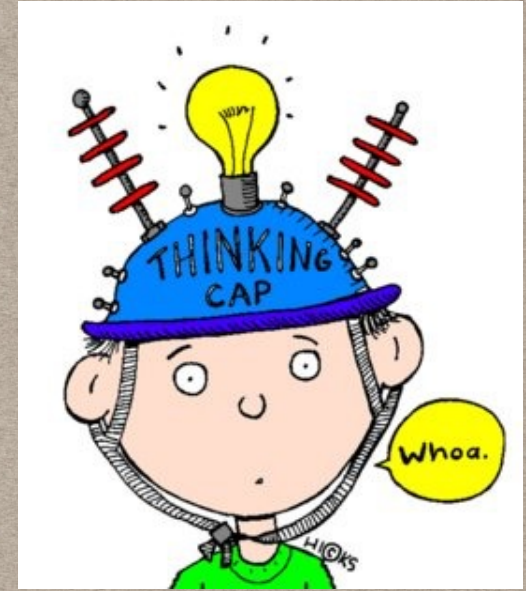
- As a pathway to learning in arts education, creative practices include such attributes as flexible thinking, creative problem-solving, inquisitiveness, and perseverance. Creative and innovative strategies build students ability in problem formulation, research, interpretation, communication, precision and accuracy.

National Core Arts Standards: A Conceptual Framework for Arts Learning

<http://nccas.wikispaces.com/file/view/Framework%2005%2022-14.pdf/513758852/Framework%2005%2022-14.pdf>



# 21ST CENTURY SKILLS



## *Critical thinking and problem solving*

- *Standards-based arts educators encourage their students to apply critical thinking to the artifacts and processes that they find most compelling: the art of themselves, their peers, and the artists in the wide world they are growing to understand.*
- *Students who actively study the arts necessarily engage in and develop a disciplined, step-by-step approach to problems in creating, realizing, or understanding art.*

National Core Arts Standards: A Conceptual Framework for Arts Learning

<http://nccas.wikispaces.com/file/view/Framework%2005%2022-14.pdf/513758852/Framework%2005%2022-14.pdf>



# 21ST CENTURY SKILLS



## *Communication*

- *Communication lies at the heart of the arts. In studying the arts, students develop a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating meaning.*

National Core Arts Standards: A Conceptual Framework for Arts Learning

<http://nccas.wikispaces.com/file/view/Framework%2005%2022-14.pdf/513758852/Framework%2005%2022-14.pdf>



# 21ST CENTURY SKILLS



## *Collaboration*

- *Collaboration is an inherent part of arts instruction, whether the collaboration includes all the students in a performing cast or ensemble, or the partnership between a single artist and his or her peers and audience or in a shared visual arts project that incorporates the ideas and techniques of multiple young artists.*

National Core Arts Standards: A Conceptual Framework for Arts Learning

<http://nccas.wikispaces.com/file/view/Framework%2005%2022-14.pdf/513758852/Framework%2005%2022-14.pdf>



# "CORE" STANDARDS

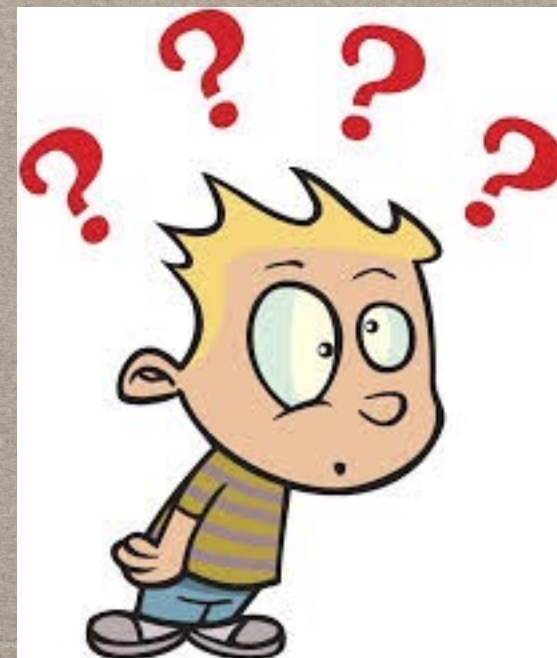


- The organization, terminology and concepts mirror the National Common Core Curriculum guidelines





**WHAT ARE THEY AND HOW DO  
THEY DIFFER FROM THE OLD?**









# THE NATIONAL CORE MUSIC STANDARDS

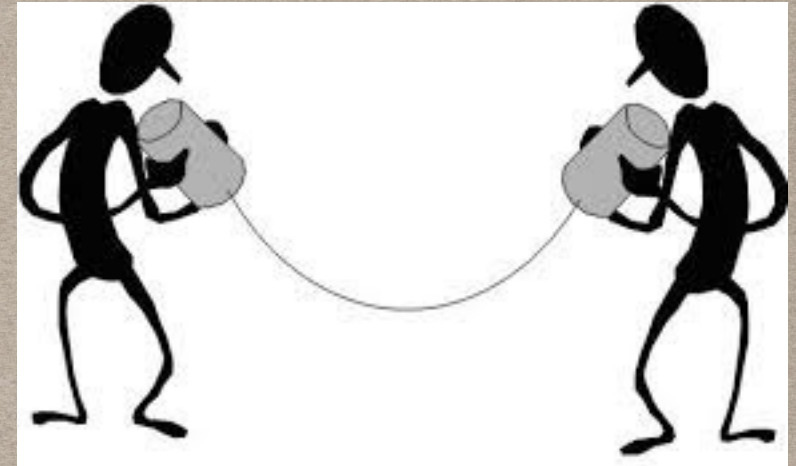


- The
- "C-
- C
- F
- F

ed in  
ss  
e-  
te



# THE NATIONAL CORE MUSIC STANDARDS

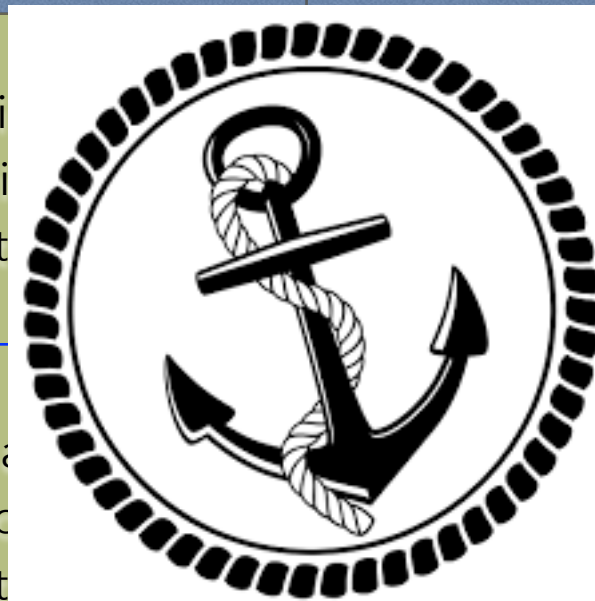


- To these three a fourth category is added:
  - **Connect**
    - synthesize & relate knowledge & experience to make music
    - relate ideas to varied contexts for deeper understanding



There are 11 "Common Anchor Statements". These are common to all Unified Arts Disciplines (Visual Arts, Music, Dance, Theater, Media Arts).

<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.
1. Generate and conceptualize artistic ideas and work.	4. Analyze, interpret, and select artistic work for presentation.	8. Interpret and analyze artistic work.	10. Synthesize and relate knowledge and personal experiences to make art.
2. Organize and develop artistic ideas and work.	5. Develop artistic work for presentation.	10. Interpret and analyze artistic work.	11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
3. Refine and complete artistic work.	6. Convey meaning through the presentation of artistic work.	9. Apply criteria to evaluate artistic work.	





# Creating

Conceiving and developing new artistic ideas and work.

## IMAGINE

Generate and conceptualize artistic ideas and work.

## PLAN

Organize and develop artistic ideas and work.

## REVISE & PRESENT

Refine and complete artistic work.



# Performing

Realizing artistic ideas & work through interpretation & presentation.

## CHOOSE MUSIC

Analyze, interpret, and select artistic work for presentation.

## REHEARSE

Develop and refine artistic work for presentation.

## PERFORM

Convey meaning through the presentation of artistic work.



# Responding

Understanding and evaluating how the arts convey meaning.

## ANALYZE

Perceive and analyze artistic work.

## INTERPRET

Interpret intent and meaning in artistic work.

## EVALUATE

Apply criteria to evaluate artistic work.



# Connecting

Relating artistic ideas and work with personal meaning and external context.

## PERSONAL CONNECTIONS

Synthesize and relate knowledge and personal experiences to make art.

## CULTURAL/HISTORICAL CONNECTIONS

Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.





# WHAT ABOUT THE OLD CONTENT STANDARDS?





# THE OLD ARE INCLUDED IN THE NEW

**Creating** covers old standards #3, 4, 5

improvising, composing/arranging & reading/  
notating

**Performing** covers old standards #1, 2, 5

singing, playing and reading/notating

**Responding** covers #5, 6, 7

reading/notating, listening, evaluating, analyzing

**Connecting** covers #8, 9

understanding relationships between music and  
other arts (and self) and connecting to history,  
culture, and other disciplines.

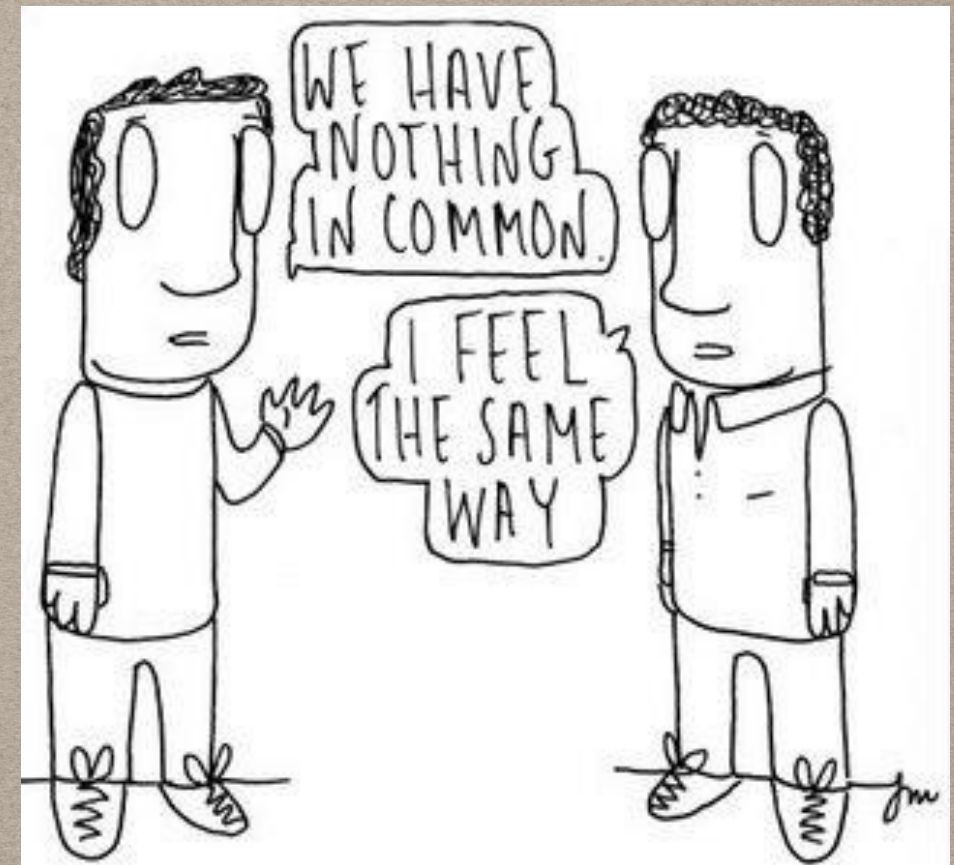
Additionally the shared Anchor statements serve to  
connect all the arts #8



# HOW THE OLD & NEW COMPARE

## SIMILARITIES:

- Educator Developed
- Voluntary
- Method-Neutral
- Philosophical Foundations
- Goals
- Assessable Outcomes
- Opportunity to Learn Standards
- Glossary





# HOW THE NEW & OLD COMPARE

## HIGHLIGHTS

- *Focus on Understanding and Independence instead of Skills and Knowledge*
- *PK-8 includes individual grade levels (10) instead of 2 levels*
- *High School has 5 levels (Novice, Intermediate, Proficient, Accomplished, Advanced)*
  - *Separated into 4 strands (Ensemble, Harmonizing Instruments, Theory/Composition, Technology)*





# HOW THE OLD & NEW COMPARE

	1994 Standards		2014 NCCAS Standards				
<b>Focus</b>	Skills and Knowledge		Understanding / Independence ↓ Music Literacy				
<b>Overarching Structure</b>	9 Content Standards		Three Artistic Processes				
	Process Components		Enduring Understandings		Essential Questions		
<b>Outcomes</b>	Achievement Standards 25–34 per level		Performance Standards 13–19 per level				
Elementary/Middle	Kindergarten–Grade 8 Two grade clusters (K4 and 5–8)		Prekindergarten–Grade 8 Grade-by-Grade (i.e., 10 levels)				
High School	One set to cover all course types		Customized sets for four strands				
	Two Levels Advanced Proficient			Ensemble	Guitar/ Keyboard	Comp/ Theory	Music Tech
			Advanced	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			Accomplished	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			Proficient	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			Intermediate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(level grade 8)	
Novice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(level grade 5)				
<b>Connections</b>	To the other arts:	Content Standard 8	11 Common Anchors				
	To other content:	Content Standard 9	Embedded within 3 Artistic Processes				
<b>Assessment Tools</b>	Separate Publications		Model Cornerstone Assessments Benchmark Student Work				
<b>Format</b>	Hard Copy		Online and Customizable <sup>1</sup>				



# WHAT'S NEW (AND BETTER)

- *1994 Content Standards by Grade Level (for comparison)*
  - <https://artsedge.kennedy-center.org/educators/standards>
- *Standards for every grade level (and strand) have been created*
  - <http://musiced.nafme.org/files/2014/05/Core-Music-Standards-PreK-81.pdf>
  - *Clearly written, grade level guidelines*
- *Researched, tested benchmarks and assessments*
  - <http://musiced.nafme.org/files/2014/05/Music-MCA-General-Music-Grade5-Performing.pdf>
- *Customizable, online, personalized handbook*
  - <http://nationalartsstandards.org>
  - *You can just have what you need*





Because of the change in emphasis from Content *KNOWLEDGE* (What we want kids to know and do) to Artistic *PROCESS* we risk losing our focus on musical skills.

This is not to say the skills are not present and valued in the new standards; it is just that they are not as prominent. Instead they are embedded in the Artistic Processes.



I believe that we need to use BOTH the 9 Content Standards and the CORE Artistic Processes, at least until we become more familiar with, and continue to “unpack” the new standards.

The *Content Standards* ask

“What Do We Want Kids to **Know** and Be Able to **Do**?” (and How Will We Know if They Did?)

The *Artistic Process Standards* ask

“How Do We Go About Helping Kids to Become **Artistically Literate**?”



# SKILLS AND KNOWLEDGE WITH ARTISTIC PROCESSES

*Effective lesson plans (at every level) will focus on at least some of the 9 Standards and all 3 Artistic Processes!*

*Written Lesson Plan:*

National Standards addressed <i>1-9 and CPRc</i>	
Prior Knowledge	



**Steven Light**

**Johnson State College, 2014**

*Resources:*

*The National Association for Music Educators*

[nafme.org](http://nafme.org)

*The National Core Arts Standards*

[nationalartsstandards.org](http://nationalartsstandards.org)

*National Coalition for Core Arts Standards (NCCAS)*

<http://nccas.wikispaces.com>

*Music Educators Journal, September, 2014*

*The New National Standards for Music Educators,*

*Scott C. Schuler, Martin Norgaard, Michael J. Blakeslee*



