



Course Overview

This is a short course of learning brought to you by the State Education Agency Directors of Arts Education, serving arts education across the nation through our members.

In this course you will discover the meaning and purpose of all the components of the 2014 National Core Arts Standards (also known as the National Arts Standards). You will begin with a snapshot of the background and history of the standards-development process and continue with a close examination of artistic literacy and how the standards are written to support this important goal.

Then, you will be taken carefully through each component of the standards. You will also have the opportunity to dig into the purpose and reasoning behind the standards, to understand the common attributes and discipline-specific nuances of the standards, and reflect on how these standards apply to your curriculum, units, and lessons. In other words, you'll begin to construct your own knowledge about the standards which will open new ways for you to think about what you teach and how you teach.

This course is designed to complement Art 122, Curtain Up! An Introduction to the National Arts Standards, which is a quick drive-by of the main components of the arts standards.

Course Features:

Participants will...

- Understand the navigational features of the interactive arts standards website.
- Learn to access and use the array of website features and materials offered to support their use of the voluntary 2014 Arts standards.

Session 0 – Introduction to Workshop

- Introduction to the workshop

Session 1 – Background

- Understand the collaborative approach to creating the 2014 National Arts Standards in Dance, Media Arts, Music, Theatre, and Visual Arts

- Identify the goals that were hoped to be accomplished by revising national arts standards, and
- Access the Conceptual Framework for Arts Learning, the narrative text document of the National Core Arts Standards.

Session 2 – Artistic Literacy, Processes, and Anchor Standards

- Learn about backwards design and how this approach influenced the National Arts Standards
- Comprehend the meaning of artistic literacy and understand how it is the very core of the National Arts Standards
- Understand that the Artistic Process Model forms the basis for the arts standards
- Understand that the Anchor Standards provide a second layer of commonality among the arts disciplines
- Identify the 4 Artistic Processes and be able to relate them to the 11 Anchor Standards
- Visualize the standards matrix and identify key features

Session 3 – Performance Standards

- State the purpose of the discipline specific performance standards
- Be able to de-code standards by number
- State particular differences between the ways in which each arts discipline expresses student outcomes through performance standards
- Consider how the performance standards reflect the artistic processes and skill development to achieve artistic literacy
- Consider how performance standards translate into curriculum and lessons

Session 4 – Customizable Handbook by Arts Discipline and Instructional Resources

- State particular differences between the ways in which each arts discipline expresses student outcomes through performance standards
- Consider how the performance standards reflect the artistic processes and skill development to achieve artistic literacy
- Consider how performance standards translate into curriculum and lessons

Session 5 – Additional Resources

- Access Model Cornerstone Assessments and accompanying student work from the [National Arts Standards](#) website and understand the relationship of standards-based practices to evidence-based learning as expressed in Model Cornerstone Assessments.
- Understand the purpose of and locate the document “Guiding Principles for Inclusion”
- Locate a collection of downloadable resources for further support of arts standards and learning in the arts

Session 6 – Wrap Up

- Conclusion to the course

Throughout the course, opportunities are provided for you to connect your learning across sessions and to explicitly consider the implications of your learning for your classroom practice. You will also be able to revisit your work and reflections by viewing your individual Course Portfolios.