

NATIONAL CORE ARTS STANDARDS



National Coalition for **CORE ARTS** Standards



N2KN: Need to Know Now

Volume 1-2018: Issue 2 Artistic Processes

How do the Artistic Processes support Artistic Literacy?

The 2014 National Core Arts Standards for the Arts (Dance, Media Arts, Music, Theatre, and Visual Arts) focus on nurturing Artistic Literacy through student engagement in the four Artistic Processes of Creating, Performing/Presenting/Producing, Responding, and Connecting. The Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. This brief provides an overview of the Artistic Processes as described in the framework for the National Core Arts Standards:

Creating: Conceiving and developing new artistic ideas and work.

Performing / Presenting / Producing: Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation. Presenting (visual arts): Interpreting and sharing artistic work. Producing (media arts): Realizing and presenting artistic ideas and work.

Responding: Understanding and evaluating how the arts convey meaning.

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

Why It Matters to You

The arts speak about, through, and for a people – their beliefs, customs, rituals, history, tradition, and ideology as well as joy, sorrow, fears, hopes, and needs. This is as true in ancient civilizations as it is today.

- In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).
- 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.
- **Collaboration** is in many ways the engine that drives our economy and our sense of shared culture. It is also 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.
- Standards-based arts education encourages students to apply **critical thinking** to the artifacts and processes that they find most compelling: the art work of themselves, their peers, and the artists in the wide world they are growing to understand.
- **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.

Things to Consider

- The artistic processes of Creating; Performing/ Producing/Presenting; Responding build off the work of the 1997 National Assessment of Education Progress (NAEP) Arts Education Assessment
- The Artistic Processes articulate cognitive and physical actions by which arts learning and making are realized and it is therefore recommended that instructional delivery is provided through the lens of the four Artistic Processes.

- The identification of the Artistic Processes was informed by two studies conducted by the College Board: *A Review of Selected State Arts Standards* and *International Arts Education Standards: A Survey of the Arts Education Standards and Practices of Fifteen Countries and Regions*.
- Every child should be given the opportunity to engage in learning about the arts through Creating; Performing/Producing/Presenting; Responding; and Connecting. Education can no longer be defined without the arts and the acknowledgment of the accumulated wisdom of our artistic and cultural heritage. The arts bestow meaning through movement, sound, color, and gesture—all of which are nonverbal systems of communication essential to understanding.
- The arts are academic content. They provide unique access to literacy.

Reflection Questions

To what extent do the arts contribute to a student’s comprehensive education? How do the artistic processes help to point the way to transfer of learning?

What do I need to understand about process-based standards in order to use the Artistic Processes effectively?

In what ways do a process-based set standards promote artistic literacy and learning in the arts for a lifetime?

“The arts must be justified in terms of what the arts can teach that no other subject can teach.”
(Hetland & Winner, 2001)

Resources for Attending to Access

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Every student should have access to instruction in all art forms, which should be represented within the curricula of every school across the nation, and students should develop competence in all four Artistic Processes through instruction in each art form. [Opportunity to Learn standards](#) help encourage equitable delivery of arts education by outlining the resources necessary for students to succeed, illustrating a continuum of programming, allowing for program review, and articulating the basis for a comprehensive arts education.

In addition, the National Core Arts Standards website provides guidance on attending to the instructional needs of all learners with resources for teaching [exceptional children](#). Additional resources may be found on the The National Association for Gifted Children website; which offers a [Position Statement](#) on Arts Education for Gifted and Talented Students.

Recommended Actions

- Track how curriculum addresses each of the Artistic Processes, ensuring that each process is well-represented across the curriculum.
- Develop strategies that enable students to observe how arts professionals utilize or have utilized the Artistic Processes in their work.
- Design assessments so students’ work demonstrates their ability to carry out the Artistic Processes.

- Advocate for educational policies and practices in order to ensure focus on the importance of the Artistic Processes and emphasis on their inclusion in arts curricula and in assessments.
- Design curricula that include differing cognitive and non-cognitive aspects included in each of the Artistic Processes.
- Ensure that arts instruction is supported with adequate resources: facilities, staffing, scheduling, instructional materials and appropriate attention to safety needs. (See discipline specific Opportunity to Learn Standards or other resource documents.)

Links

American Alliance for Theatre & Education

<http://www.aate.com/core-arts-standards>

College Board

<http://media.collegeboard.com/digitalServices/pdf/arts/arts-at-the-core-brochure-2012.pdf>

Educational Theatre Association

<https://www.schooltheatre.org/advocacy/standardsresources>

International Standards for Arts Education: A Review of standards, practices and expectations in thirteen countries and regions.

http://www.nationalartsstandards.org/sites/default/files/College%20Board%20Research%20-%20International%20Standards_0.pdf

National Art Education Association <https://www.arteducators.org/learn-tools/national-visual-arts-standards>

National Association for Music Education

<https://nafme.org/my-classroom/standards/>

National Dance Education Organization

http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=185206

NCCAS Framework Updates and Common Core Connections to the Arts 1-18-2013

<https://vimeo.com/57888235>

A Review of Selected State Arts Standards

<http://www.nationalartsstandards.org/sites/default/files/NCCAS%20State%20and%20Media%20Arts%20report.pdf>

State Education Agency Directors of Arts Education- Professional Development Courses

https://www.pepperpd.com/courses-list?subject_id=ARTS&grade_id=all&author_id=SEADAE

Young Audiences- “Why Arts? - National Arts Standards FAQ”

<http://www.youngaudiences.org/why-arts/national-core-arts-standards-faq>



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