NATIONALCORE ARTSSTANDARDS

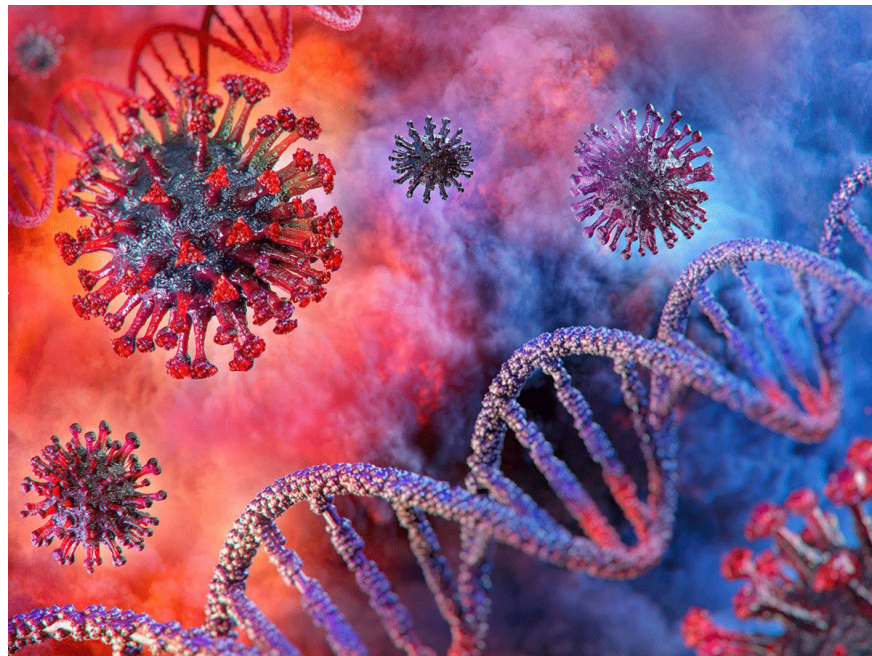## NCCAS
National Coalition for **CORE ARTS** Standards

N2KN: Need to Know Now

Volume II(2020): Issue 3- Online Resources for Arts Education

IN WHAT WAYS CAN THE NATIONAL CORE ARTS STANDARDS HELP SUPPORT ON-LINE TEACHING AND LEARNING?

The National Coalition of Core Arts Standards, by design, are available online for everyone to access and use at no cost. Members of the Coalition are creating resources for supporting teachers and students as online learning becomes a necessary tool during pandemic related medical challenges.

Why It Matters to You

Many parents/guardians have, of necessity, become teachers. The National Core Arts Standards (NCAS) provide a tool for designing engaging learning opportunities that cultivate Arts literacy and fluency. The NCAS are readily accessible and excellent to teachers, administrators, and parents seeking to develop a rich digital learning curriculum. Additionally, the NCCAS (National Coalition for Core Arts Standards) website includes examples of exemplary student work that guide teachers and learners by illustrating what the standards look and sound like when achieved.

Things to Consider

- National Arts Standards provide specific learning targets that support high quality instruction.
- The standards provide a scaffold for the development of curriculum and serve as tools for lesson plan building through a graduated progression of learning for each grade and proficiency level.
- The Model Cornerstone Assessments, located on the standards website, are particularly well suited for home instruction and on-line learning. They are project-based units of instruction that lend themselves to self-directed learning and can be adapted or adopted to varied situations.
- The standards provide guidance for teachers AND students seeking to develop arts knowledge and skills.
- Achieving the standards provides evidence of students' understanding.

Reflection Questions

- What is the role of the *teacher* as a facilitator of e-learning in the arts?
- How do the online standards illustrate a progression of learning in the arts?
- How can the use of technology serve as a foundation for the delivery of principles for lifelong learning, regardless of the medium through which they are experienced?

Resources for Attending to Access

The central purposes of education standards are to define the learning that we want for all of our students and to drive improvement in instruction. Every student should have access to an education in all art forms, which should be represented within the curricula of every school across the nation. 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, providing a basis for program review, and articulating what students need 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.

NCCAS has joined with other national organizations to create and endorse a statement of support undergirding the importance of robust arts education for all students as the field transitions to Post COVID 19 blended learning environments.
https://www.seadae.org/home/who-we-are/unified-statement

Recommended Actions You Can Take

- Make use of resources created by arts education content organizations.
- Research best practices for planning and implementing online learning.
- Use the Arts Education Unified Statement (linked above) and the Arts Education is Essential document
    - to inform and educate stakeholders and policy makers of the importance of the arts as part of a well-rounded education (as defined by federal and state policy makers)

and, in our current situation, to support students' social and emotional learning.

> **"Where my reason, imagination or interest were not engaged, I would not or I could not learn."**
>
> **Winston Churchill**

Links

- National Dance Education Organization
  https://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=395469
- National Art Education Association-https://virtual.arteducators.org/
    - Remote Learning Toolkit.
    - NAEA welcomes resource submissions from our arts colleagues. Simply cut and paste this link and use as often as your like: https://arteducators.wufoo.com/forms/s13ydpp61kcn4nl/
- National Association for Music Education-
  https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/
- Educational Theatre Association
    - EdTA online community
    - Theatre Education Distance Learning Facebook Group
    - Theatre Teacher Lesson Lending Facebook Group
    - Teaching Theatre Online: Covid-19
    - Technical Theatre Educator's Facebook Group
    - High School Theatre Directors and Teachers Facebook Group

- SEADAE- State Education Agency Directors of Arts Education- Online Resources
  https://www.seadae.org/arts-instructional-resources

Beginning online learning? Here are seven easy steps to guide you as you begin (courtesy of Cory Wilkerson, Educational Theatre Association, 2020).

Online Learning in Seven Easy Steps

1. Check your own technology set up. What can you access from your classroom? What can you access from home? What files do you need to save to the cloud? What files will your students need to access? What help might you need to get started and where can you find it?

2. Select your communication channels. How will you keep in contact with your students? Determine your preferred communication channel, alert your students and their families and post this prominently in any folders or files you make available. This may save you answering the same question repeatedly. Remind your students to watch for and respond to messages from you as soon as possible. Be proactive in managing student expectations. Remind your students that the transition will not happen right away. Be a clear communicator and let them know the plan you are working on. It is likely that your students see your class or play production as a family, so your communications may be an important part of helping students transition to online learning and changing circumstances that require it.

3. Line up needed tools. Determine what you will need to support online learning. What tools do you have at your disposal? What other tools will you need? As you take stock consider the basic needs for successful online teaching and learning. Whatever you choose, you will need to find tools for communication and collaboration that will:

- allow you to create and disseminate assignments;
- provide a way to share handouts and resources;
- provide a method of collecting student work;
- allow you to track student engagement and progress;
- allow you to measure student learning;
- allow you to track student grades.

4. Check your students' access to technology. Do your students have access to the internet? What kind of access do they have? Do your students have cell phones? What apps do they commonly use? Will you need to prepare a paper packet to be mailed to a student? How will you assure equity and access? A thoughtful list of questions to ask your students may be found in the article "Teaching Theatre Online: A Shift in Pedagogy Amidst the Coronavirus Outbreak" by Dr. Daphnie Sicre from Loyola Marymount University.

5. Have a plan for providing content and measuring student learning. Don't be afraid to start simply - you can always build and improve as you go. The following tips will help guide you:

First, students need access to **content** for learning. Ideas for providing content include:

- Readings or other resources;
- PowerPoint slides or PowerPoint slides with voice over. (Check out programs such as Screencastomatic to record your own narrated presentations);
- Short YouTube or other DIY videos;
- Curated open access resources (see lists of ideas on this page);
- TE Pro student centered lessons at "Click to Teach";
- Lessons centered around TE Pro Model Cornerstone Assessments or other resources.

Next: students need activities to help them *make sense* of their learning.

- Set up discussion boards or forums using online tools. (This might be as simple as a collaborative Google Doc).
- Utilize learning activities such as Think, Pair, Share, online debates, reflection questions and more.
- Use interactive learning techniques such as Backchanneling.

Next: plan for formative assessment and feedback and measuring student learning and growth.

- Provide an online quiz using Google Forms.
- Utilize group discussion sites as a tool for measuring student understanding.
- Take advantage of free tools for educators to form group discussions and sharing.
- Utilize Dropbox or Google folders for students to upload and share projects and work for you to measure learning.
- Get creative with tools familiar to students such as Twitter, Instagram and Snapchat, how can students use these to share their work with you?

6. Reach out.

Reach out and ask for help. Use the power of your professional organizations.

7. Keeping students safe. Protecting student privacy.

- **A word of caution**, as you move into online learning **please be aware of the importance of protecting student privacy.** Whenever possible, avoid using apps or programs which require students to give their contact information (check the National Database to be sure).
- Use web based programs whenever possible so that your students do not have to download anything onto their devices.
- Check with your district for additional advice about policies or protections.
- If and when using Zoom consider using passwords and utilize the waiting room function to make certain that you have no uninvited guests. Also record all meetings you hold with students to make the process open and transparent for their parents.

Finally a note about access. It is important to strive to make sure that students of all abilities can access tools and materials needed. Accessible Teaching in the Time of Covid-19 offers tips and advice and reminds us of the importance of thinking about access for all.