# NATIONALCORE ARTSSTANDARDS



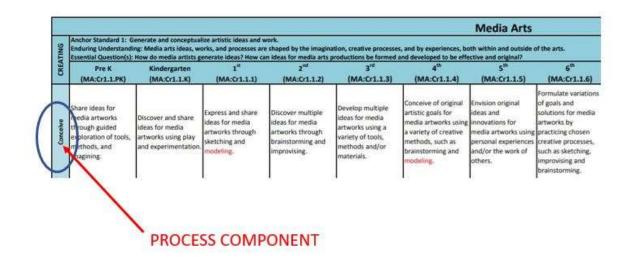


### N2KN: Need to Know Now

Volume I - 2019: Issue 6 Process Components

#### What is the role of process components in the arts standards?

Process components define the basic actions used to carry out artistic processes. They also serve as an organizing element for the standards as each process component includes a discreet strand of standards. They are different for each discipline and are presented in a logical order but do not necessarily need to be taught sequentially. Process components are among the many supplemental resources supporting the standards. They are described in the <u>Conceptual Framework</u> on page 16. In the final presentation of standards, individual arts disciplines have placed differing levels of emphasis on the process components.



## In what ways do the process components contribute to the implementation of the Arts Standards?

Process components guide students through the artistic processes of: Creating,

Performing/Presenting/Producing, Responding and Connecting and provide a pathway through which artistic works may be accomplished. The process components play a key role in generating enduring understandings and performance standards, and serve as the action verbs that drive artistic processes.

#### Why It Matters to You

- It is important to understand the structure of the standards in order to use them effectively.
- A discipline's emphasis on process components is helpful to unpack the discipline specific performance standards. Dance, Media Arts and Music for example, rely heavily on the process components to inform instructional practice and the use of the standards in the classroom. Visual Arts places greater emphasis on Enduring Understandings and Essential Questions, and Theatre practitioners' employ all three strategies to communicate the standards.
- Process components appear in the standards as actionable verbs to guide learning in the standards.
- Students' ability to carry out these individual action verbs empowers them to work through the artistic processes independently.

#### **Things to Consider**

The arts disciplines utilize the process components in different ways to help learners understand various actions that contribute to learning.

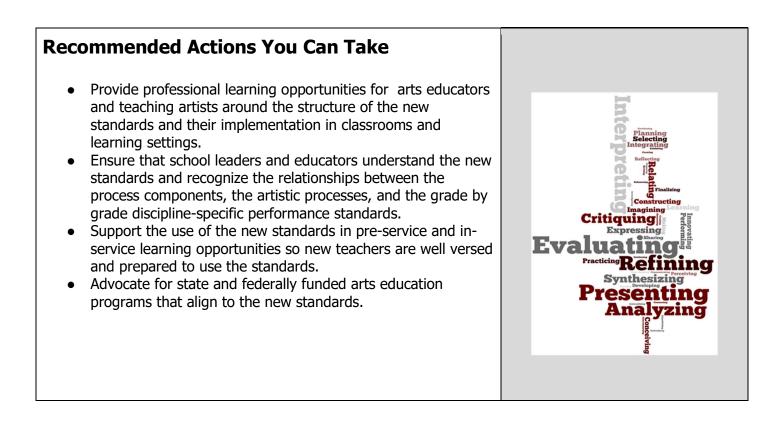
#### **Reflection Questions**

- How can the process components be an important tool to help illuminate the standards?
- What structures or supports work best to organize learning in Creating, Performing/Presenting/Producing, Responding and Connecting?
- How do process components help teachers plan and organize instruction?
- How can process components inform evaluation of student learning?

#### **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 quality 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. <u>Opportunity-to-Learn Standards</u> 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 <u>exceptional children</u>. Additional resources may be found on the National Association for Gifted Children website; which offers a <u>Position Statement</u> on Arts Education for Gifted and Talented Students.



#### Links

Useful Resources:

- American Alliance for Theatre & Education- <u>http://www.aate.com/core-arts-standards</u>
- College Board- <u>http://media.collegeboard.com/digitalServices/pdf/arts/arts-at-the-core-brochure-2012.pdf</u>
- Educational Theatre Association- https://www.schooltheatre.org/advocacy/standardsresources
- National Art Education Association- <u>https://www.arteducators.org/learn-tools/national-visual-arts-</u> standards
- National Dance Education Organizationhttp://www.ndeo.org/content.aspx?page\_id=22&club\_id=893257&module\_id=185206
- National Association for Gifted Childrenhttps://www.nagc.org/sites/default/files/Position%20Statement/Arts%20Education%20and%20Gifted %20and%20Talented%20Students.pdf
- National Association for Music Education- https://nafme.org/my-classroom/standards/
- State Education Agency Directors of Arts Education- <u>https://www.pepperpd.com/courses-list?subject\_id=ARTS&grade\_id=all&author\_id=SEADAE</u>
- Young Audiences- http://www.youngaudiences.org/why-arts/national-core-arts-standards-faq

