

NATIONAL CORE ARTS STANDARDS



National Coalition for **CORE ARTS** Standards



Photo credit:
“National Association for Music Education All
National Honor Ensemble” by Howard Rockwin

N2KN: Need to Know Now

Volume I-2018: Issue 4 Performance Standards

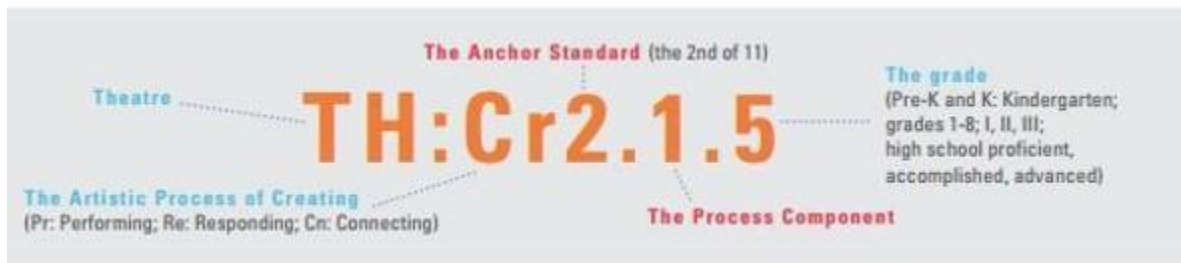
In what ways do the performance standards describe learning in dance,
media arts, music, theatre and visual arts?

Why It Matters to You

The National Coalition for Core Arts Standards defines performance standards as discipline-specific grade-by-grade articulations of student achievement in the arts (dance, media arts, music, theatre, visual arts). These standards indicate what students should know and be able to do in grades PK-8 and at three proficiency levels in high school (proficient, accomplished and advanced). Overarching anchor standards, common to all five arts disciplines, describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. The performance standards translate the anchor standards into specific, measurable learning goals.

Things to Consider

- The National Core Arts Standards have been written using enduring understandings and essential questions to help both educators and students organize the information, skills and experiences within artistic processes.
- Process component verbs describe the actions artists carry out as they engage in each artistic process. Students' ability to apply these operational verbs empowers them to work through the artistic processes independently. The process components played a key role in generating enduring understandings and performance standards, and serve as the action verbs that collectively build toward the artistic processes.
- Performance Standards are coded to reflect the discipline, artistic process, anchor standard, grade level and performance indicator.



Reflection Questions

- What is the relationship between performance standards and assessments of student understanding?
- In what ways does the structure of the performance standards differ from discipline to discipline?
- In what ways can the performance standards inform learning progressions?

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. [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 children with a range of abilities and needs](#). Additional resources may be found on the National Association for Gifted Children website; which offers a [Position Statement](#) on Arts Education for Gifted and Talented Students.

Recommended Actions You Can Take

- Ensure that students have opportunities to demonstrate their understanding aligned to specific performance standards. Provide opportunities for students to Create, Perform/Present/Produce, Respond and Connect in all arts disciplines.
- Provide support to arts educators and teaching artists who may need professional learning about the structure of the new standards and their implementation in classrooms and learning settings.
- Ensure that school leaders understand the new standards and the relationships between the anchor standards, the artistic processes and the grade by grade discipline specific performance standards.
- Support the use of the new standards in pre-service and in-service learning opportunities so new teacher are well versed and prepared to use the standards.
- Advocate for state and federally funded arts education programs that align to the new standards.
- Create professional learning opportunities for arts educators to discuss the performance standards and share strategies across instructional levels and arts disciplines.

“Don't only practice your art, but force your way into its secrets; art deserves that, for it and knowledge can raise man to the Divine”

Ludwig van Beethoven

Links

Useful Resources:

- 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>
- Kennedy Center VSA, The International Organization on Arts and Disabilities- <http://education.kennedy-center.org/education/vsa/>
- National Art Education Association- <https://www.arteducators.org/learn-tools/national-visual-arts-standards>
- National Dance Education Organization- http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=185206
- National Association for Gifted Children- <https://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- https://www.pepperpd.com/courses-list?subject_id=ARTS&grade_id=all&author_id=SEADAE
- Young Audiences- <http://www.youngaudiences.org/why-arts/national-core-arts-standards-faq>



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