

NATIONAL CORE ARTS STANDARDS



National Coalition for **CORE ARTS** Standards



N2KN: Need to Know Now

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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 [Conceptual Framework](#) on page 16. In the final presentation of standards, individual arts disciplines have placed differing levels of emphasis on the process components.

Media Arts								
CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work.							
	Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts. Essential Question(s): How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?							
	Pre K (MA:Cr1.1.PK)	Kindergarten (MA:Cr1.1.K)	1 st (MA:Cr1.1.1)	2 nd (MA:Cr1.1.2)	3 rd (MA:Cr1.1.3)	4 th (MA:Cr1.1.4)	5 th (MA:Cr1.1.5)	6 th (MA:Cr1.1.6)
Conceive	Share ideas for media artworks through guided exploration of tools, methods, and imagining.	Discover and share ideas for media artworks using play and experimentation.	Express and share ideas for media artworks through sketching and modeling.	Discover multiple ideas for media artworks through brainstorming and improvising.	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.	Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.	Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.	Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.

PROCESS COMPONENT

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. [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 National Association for Gifted Children website; which offers a Position Statement on Arts Education for Gifted and Talented Students.

Recommended Actions You Can Take

- Provide professional learning opportunities for arts educators and teaching artists around the structure of the new standards and their implementation in classrooms and learning settings.
- Ensure that school leaders and educators understand the new standards and recognize the relationships between the process components, 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 teachers are well versed and prepared to use the standards.
- Advocate for state and federally funded arts education programs that align to the new standards.



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>
- 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>

