

# NATIONAL CORE ARTS STANDARDS



National Coalition for **CORE ARTS** Standards



## **N2KN: Need to Know Now**

**Volume 1- 2019 : Prologue-Philosophical Foundations and Lifelong Goals**

## Why study the arts?

The arts capture and express unique qualities of the human experience. The Arts provide a universal language that all humans understand; expression through the arts has been a critical component of the human experience across time, cultures and places. The arts encompass the following philosophical foundations: **Communication, Creative Personal Realization, Culture, History and Connectors, Means to Wellbeing**, and **Community Engagement**. Learning in the arts helps students become engaged, creatively productive and empathetic individuals and global citizens.

The National Core Arts Standards provide an avenue for artistic literacy. Standards embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, the voluntary National Core Arts Standards are framed by a definition of artistic literacy that includes philosophical foundations and lifelong goals, artistic processes and creative practices, anchor and performance standards that students should attain, and model cornerstone assessments by which they can be measured.

## Philosophical Foundations and Lifelong Goals

The philosophical foundations and lifelong goals establish the basis for the standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines: Dance, Media Arts, Music, Theatre and Visual Arts. The philosophical foundations represent the core principles on which the standards are based; the lifelong goals represent knowledge and skill outcomes that a quality arts education will produce over a lifetime. For each foundational statement there is a corresponding lifelong goal.

This matrix illustrates how study in the arts can be a lifetime endeavor:

Philosophical Foundations	Life Long Goals
<b>The Arts as Communication</b>	
<p>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).</p>	<p>Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.</p>
<b>The Arts as Creative Personal Realization</b>	
<p>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.</p>	<p>Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.</p>
<b>The Arts as Culture, History, and Connectors</b>	
<p>Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.</p>	<p>Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.</p>
<b>Arts as Means to Wellbeing</b>	
<p>Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.</p>	<p>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</p>
<b>The Arts as Community Engagement</b>	
<p>The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.</p>	<p>Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.</p>

## Why It Matters to You

- Philosophical foundations provide the basis for the standards and produce the outcomes of lifelong goals.
- Foundations and Goals provide strong statements for advocating/supporting education in the arts.
- The Philosophical Foundations and Lifelong goals frame the arts standards in a real-world context and point the way to artistic literacy.

## Things to Consider

- The National Core Arts Standards are grounded in research and deeply held beliefs about the arts as expressed in the Philosophical Foundations and Lifelong Goals.
- The Philosophical Foundations and Lifelong Goals are woven throughout the standards, which are housed in a freely available web-based home that enables adaptation of content and promotes easy access to applicable research, buoyed by additional resources and informational material.
- The Philosophical Foundations and Lifelong Goals form the basis for the entire standards structure; from Artistic Processes to Anchor Standards, to grade-level performance standards and accompanying materials such as enduring understandings, essential questions and model cornerstone assessments.

## Reflection Questions

- How do the arts relate to and enrich your life? Our collective lives?
- How do the arts communicate meaning?
- How does arts learning enhance or facilitate learning in other disciplines?
- In what ways do the arts create communities?

## Resources for Attending to Access

*The central purposes of education standards are to identify the learning that we want for all 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 National Association for Gifted Children website; which offers a [Position Statement](#) on Arts Education for Gifted and Talented Students.

## Recommended Actions You Can Take

- Read *10 Lessons the Arts Teach, The Arts and The Creation of Mind*, Chapter 4, What the Arts Teach and How it Shows, pages 70-92, Yale University Press, 2002  
[www.arteducators.org/advocacy](http://www.arteducators.org/advocacy)
- Use Need to Know Now documents as an introduction to the National Core Arts Standards.
- Use Need to Know Now documents as advocacy tools to support learning in the arts and to network with educational support systems.
- Read the standards introductions for Dance, Media Arts, Music, Theatre and Visual Arts.
- Examine the National Core Arts Standards Framework including College Board research, Understanding by Design, 21st Century Skills, Glossaries and Resources.

*10 Lessons the Arts Teach*

*The Arts and the Creation of Mind*

[www.arteducators.org/advocacy](http://www.arteducators.org/advocacy)

*Elliot Eisner*

## Links

The following links will provide resources and more information to support understanding of the National Core Arts Standards.

National Coalition for Core Arts Standards

Website home for the National Core Arts Standards in dance, media arts, music, theatre and visual arts.

[www.nationalartsstandards.org](http://www.nationalartsstandards.org)

*10 Lessons the Arts Teach*, by Elliot Eisner, *The Arts and The Creation of Mind*, Chapter 4, What the Arts Teach and How it Shows. Pages 70-92 Yale University Press 2002

[https://naea.digication.com/daniseegan/Ten\\_Lessons\\_the\\_Arts\\_Teach\\_by\\_Elliot\\_Eisner](https://naea.digication.com/daniseegan/Ten_Lessons_the_Arts_Teach_by_Elliot_Eisner)

Partnership for 21st Century Skills Framework-

[https://www.google.com/search?source=hp&ei=RLZyXe7EOuaxggf6naOYCg&q=partnership+for+21st+century+skills+framework&oq=partnership+for+21st+century+skills&gs\\_l=psy-ab.1.1.0l9.3148.12999..19960...0.0..0.176.2475.34j1.....0....1..gws-wiz.....0i131.UTcT7ugUggU](https://www.google.com/search?source=hp&ei=RLZyXe7EOuaxggf6naOYCg&q=partnership+for+21st+century+skills+framework&oq=partnership+for+21st+century+skills&gs_l=psy-ab.1.1.0l9.3148.12999..19960...0.0..0.176.2475.34j1.....0....1..gws-wiz.....0i131.UTcT7ugUggU)

Dance Standards Introduction

<http://www.nationalartsstandards.org/sites/default/files/Introduction%20to%20the%20Dance%20PK-12%20Performance%20Standards.pdf>

Media Arts Standards Introduction

<http://www.nationalartsstandards.org/sites/default/files/Introduction%20to%20the%20Media%20Arts%20PK-12%20Performance%20Standards.pdf>

Music Standards Introduction

<http://www.nationalartsstandards.org/sites/default/files/Introduction%20to%20the%20Music%20PK-12%20Performance%20Standards.pdf>

Theatre Standards Introduction

<http://www.nationalartsstandards.org/sites/default/files/Introduction%20to%20the%20Theatre%20PK-12%20Performance%20Standards.pdf>

Visual Arts Standards Introduction

<http://www.nationalartsstandards.org/sites/default/files/Introduction%20to%20the%20Visual%20Arts%20PK-12%20Performance%20Standards.pdf>

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](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- Professional Development Courses

[https://www.pepperpd.com/courses-list?subject\\_id=ARTS&grade\\_id=all&author\\_id=SEADAE](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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