

## Arizona Academic Standards in the Arts



### Introduction

#### Philosophy and Rationale for the Arts

The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other academic disciplines. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, and The Conference Board. These revised Arizona Academic Standards in the Arts embrace the idea of **Artistic Literacy** – the ability of students to create art, perform and present art, respond or critique art, and connect art to their lives and the world around them.

The 2015 Arizona Academic Standards in the Arts have substantive changes from the 2006 Arts Standards in response to the needs of the field, including:

1. Moving from 3 categories of standards – Create, Relate, Evaluate – to four categories better representing the larger encompassing idea of artistic literacy. The four categories are: Creating, Performing/Presenting/Producing, Responding and Connecting.
2. Grade by grade level standards for each discipline, including 3 levels in high school. These standards will allow for greater differentiation of instruction and support better measurement of student learning.
3. The inclusion of media arts standards, in order to support artistic literacy in the areas of film, animation, gaming and computational artmaking (writing software code to create an aesthetic experience). These media arts standards are meant to supplement any existing Career and Technical Education industry standards in the digital communications area.
4. Embracing the use of Anchor Standards underneath the four categories listed above to create more consistency across the content areas within the standards. The categories and Anchor Standards are listed in the table below:

## Arizona Academic Standards in the Arts

Creating - Conceiving and developing new artistic ideas and work.	Performing - Realizing artistic ideas and work through interpretation and presentation	Responding - Understanding and evaluating how the arts convey meaning	Connecting - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

### Arts Education in Arizona

Arizona has recognized the importance of arts education for its students in a variety of ways, including:

- Requiring music and visual arts be taught in grades K-8;
- Creating high quality certifications (and endorsements) for teachers in the areas of dance, music, theatre and visual arts;
- Requiring a fine arts high school credit for admission to our state's universities; and
- Adopting Academic Standards in the Arts, with rigorous, sequential guidelines for creating quality arts education for Arizona's students.

### Arts Standards

The Arizona Academic Standards in the Arts provide guidance on what a student should know and be able to do in five arts disciplines: dance, media arts, music, theatre and visual arts. Every student should **receive an introduction to all five art forms in Arizona schools** such that Arizona students develop an awareness of the ways that the four Artistic Processes play out in the arts, and develop sufficient foundational skills to solidify that awareness. In addition, every student should reach a **high school proficient level** in at least one art form prior to graduation from high school. We believe these standards will help schools develop quality arts education programs for their students. Eliot Eisner, a former professor at the Stanford Graduate School of Education, defined 10 lessons that the arts teach:

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**1. The arts teach children to make good judgments about qualitative relationships.**

Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.

**2. The arts teach children that problems can have more than one solution and that questions can have more than one answer.**

**3. The arts celebrate multiple perspectives.**

One of their large lessons is that there are many ways to see and interpret the world.

**4. The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity.** Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.

**5. The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know.** The limits of our language do not define the limits of our cognition.

**6. The arts teach students that small differences can have large effects.** The arts traffic in subtleties.

**7. The arts teach students to think through and within a material.** All art forms employ some means through which images become real.

**8. The arts help children learn to say what cannot be said.** When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

**9. The arts enable us to have experience we can have from no other source** and through such experience to discover the range and variety of what we are capable of feeling.

**10. The arts' position in the school curriculum symbolizes to the young what adults believe is important.**

from: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press, available from National Art Education Association Publications. NAEA grants reprint permission for this excerpt from Ten Lessons.

### Recent Publications and Research Supporting Quality Arts Education

Organization	Publication	Quote
Arts Education Partnership <a href="http://www.aep-arts.org">www.aep-arts.org</a>	<i>Third Space: When Learning Matters</i> . 2005. A study of 10 high-poverty schools throughout the country (including Peter Howell Elementary in Tucson) and how they are using the arts to change their school environments. <a href="http://www.aep-arts.org/resources-2/publications/">http://www.aep-arts.org/resources-2/publications/</a>	The arts help to make learning matter to students. In the schools we studied, the arts put students in active and meaningful roles in their classrooms and connected schools to students' lives and cultures.  - (paraphrased from authors Lauren Stevenson and Richard Deasy)

*Arizona Department of Education  
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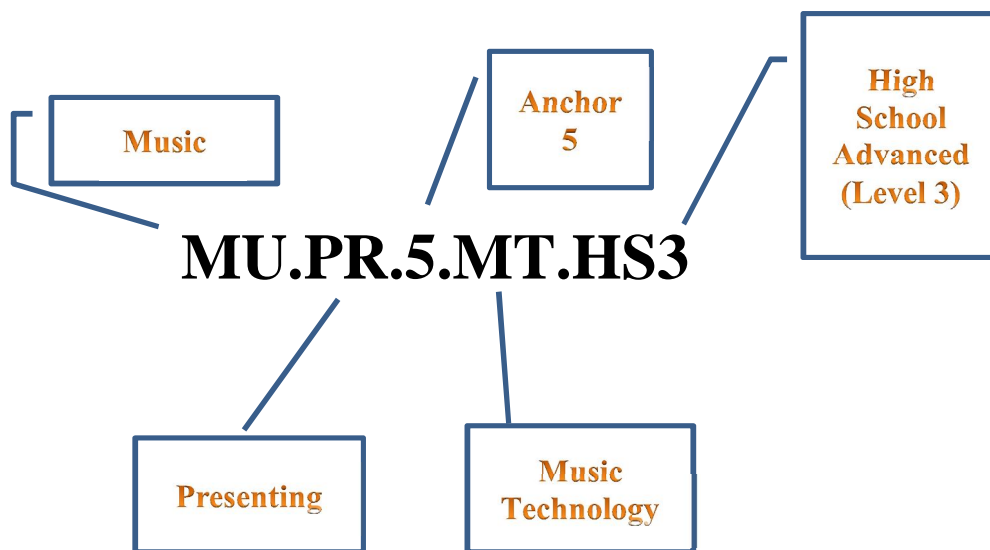
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<p>The Conference Board  <a href="http://www.conference-board.org">www.conference-board.org</a></p>	<p><i>Ready to Innovate: Are Educators and Executives Aligned on the Creative Readiness of the U.S. Workforce?</i> October, 2008.  <a href="http://www.conference-board.org/publications/publicationdetail.cfm?publicationid=1557">http://www.conference-board.org/publications/publicationdetail.cfm?publicationid=1557</a></p>	<p>We need people who think with the creative side of their brains – people who have played in a band, who have painted, been involved in the community as volunteers. It enhances symbiotic thinking capabilities, not always thinking in the same paradigm, learning how to kick-start a new idea or how to get a job done better, less expensively.          - Annette Byrd, GlaxoSmithKline, quoted on page 9</p>
<p>Education Commission of the States:  <a href="http://www.ecs.org">www.ecs.org</a></p>	<p>Arts in Education Initiative, 2004-2006. Initiated by Gov. Huckabee of Arkansas.  <a href="http://www.ecs.org/html/IssueSection.asp?issueid=30&amp;subissueid=288&amp;ssID=0&amp;s=Selected+Research+%26+Readings">http://www.ecs.org/html/IssueSection.asp?issueid=30&amp;subissueid=288&amp;ssID=0&amp;s=Selected+Research+%26+Readings</a></p>	<p>To put it simply, we need to focus on the arts in education because the arts teach kids how to learn. Ensuring that an adequate arts education is available in all schools will not only enhance student achievement, it also will give children access to activities that enrich their lives outside the classroom          - Mike Huckabee, Former Governor of Arkansas,</p>
<p>National Association of State Boards of Education:  <a href="http://www.nasbe.org">www.nasbe.org</a></p>	<p><i>The Complete Curriculum, Ensuring a Place for the Arts and Foreign Languages in America's Schools</i>, October, 2003.  <a href="http://www.nasbe.org/wp-content/uploads/SG_Complete_Curriculum_Arts_and_FL_2003.pdf">http://www.nasbe.org/wp-content/uploads/SG_Complete_Curriculum_Arts_and_FL_2003.pdf</a></p>	<p>There is a preponderance of evidence that arts education matters. Students who study and participate in the arts do substantially better than those who do not on almost every academic measure...However, those who justify the study of the arts solely because of their impact on student performance in other subjects may be neglecting an important point: that these fields of study teach things no other subject can; they tap into deeply cultural and expressive aspects of peoples' lives that are at the center of what it means to be human          -(paraphrased from authors Jim Lichtenberg, Christopher Woock and Mary Wright)</p>
<p>Partnership for 21<sup>st</sup> Century Skills  <a href="http://www.p21.org">www.p21.org</a></p>	<p><i>21<sup>st</sup> Century Skills Arts Map</i>, January, 2010.  <a href="http://www.p21.org/storage/documents/P21_arts_map_final.pdf">http://www.p21.org/storage/documents/P21_arts_map_final.pdf</a></p>	<p>Business leaders and visionary thinkers concerned about preparation of students for the future know that the ability to be creative – a key 21<sup>st</sup> Century Skill – is native to the arts and is one of the primary processes learned through arts education. The examples in this Skills Map illustrate how the arts promote work habits that cultivate curiosity, imagination, creativity and evaluation skills. Students who possess these skills are better able to tolerate ambiguity, explore new realms of possibility, express their own thoughts and feelings and understand the perspectives of others.  <p style="text-align: right;">Arts Skills Map, page 2</p></p>

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### Coding of the Standards

Coding of Arizona's Arts Standards is below:



Examples:

<u>Code</u>	<u>Arts Discipline</u>	<u>Artistic Process Strand</u>	<u>Anchor Standard</u>	<u>Music Type</u>	<u>Grade Level</u>	<u>Standard (if more than one per anchor)</u>
VA.CR.1.Kb	Visual Arts	Creating (CR)	1.		Kindergarten	second standard
MA.CN.11.5	Media Arts	Connecting (CN)	11.		5 <sup>th</sup> grade	(none)
TH.RE.8.HS1	Theatre	Responding (RE)	8.		High School Proficient (level 1)	(none)
MU.PR.5.MT.HS3	Music	Performing (PR)	5.	Music Technology	High School Advanced (level 3)	(none)

### Music Types

- PE Performing Ensembles
- MT Music Technology
- MC Music Theory and Composition
- HI Harmonizing Instruments