



NEW YORK STATE EDUCATION DEPARTMENT

# Guidance on Implementing the New York State Revised Learning Standards for the Arts

Summer 2017

*REVISED*



## PREFACE

The 2017 ***New York State P-12 Learning Standards for the Arts*** are designed to develop artistically literate citizens. An artistically literate citizen has the knowledge, skills, and understanding to actively engage in the arts throughout their lives. The intrinsic nature of the arts leads to and promotes a civilize



SECTION 11 MEDIA ARTS ..... 45  
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# **PART 1**

## **General Information and Guidance**

## SECTION 1 RATIONALE

*This document articulates the lens through which to view the new Arts Standards and provides guidance for implementation across the State of New York.*

### **Goal: Artistic Literacy for All Students in New York State**

The New York State Education Department (NYSED) requires all New York State public schools, regardless of student age or grade level served, or school configuration, to provide programs of study in the arts that are challenging and rigorous, and meet the *New York State Learning Standards for the Arts*, originally published in 1996<sup>1</sup> Established learning standards for the arts signify New York State’s recognition that the arts are essential for a well-rounded, complete education, and contribute to raising overall student achievement<sup>2</sup>.

The revised 2017 *New York State P-12 Learning Standards for the Arts* both respect enduring traditions and provide necessary updates to prepare our students to navigate their lives as individuals and future citizens. The 2017 standards are designed to help students grow into artistically literate citizens, who achieve well-developed creative and aesthetic capacities, as well as robust critical thinking skills, and a broad base of communication skills. An artistically literate high school graduate has had sustained engagement in one or more of the five arts disciplines: Dance, Music, Theater, Visual, and Media Arts; and is prepared with the knowledge, skills, and understanding to actively engage in the arts throughout his or her life

Artistic literacy cultivates the crucial skills necessary for student success as New York State looks toward its social and economic future. The arts provide access to knowledge and culture for *all* students, given the multiple modes of learning and expression the arts encompass and integrate. Through creating, performing, responding, and connecting in the arts, *all* students can generate meaningful experiences, construct knowledge about the world, and build a more integrated understanding of self and community.

Work in the arts directly engages students in a complex array of choices and critical decisions that require independent and collaborative goal-seeking, persistence in overcoming creative and technical obstacles, and the search for multiple solutions.

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<sup>1</sup> See Part 100 of the Commissioner’s Regulations at <http://www.nysed.gov/curriculum-instruction/part-100-regulations-commissioner-education> and the NYS Arts Standards at <http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources>

<sup>2</sup> See *Child Development and Arts Education: A Review of Current Research and Best Practices*; prepared by The College Board for The National Coalition for Core Arts Standards, January, 2012; found at <https://www.nationalartsstandards.org/sites/default/files/College%20Board%20Research%20-%20Child%20Development%20Report.pdf>

Study in the arts inspires, engages, challenges, and focuses the mind; builds collaboration and problem-solving skills, and lays a foundation for ongoing creative capacity. To remain and grow as a nation of innovators and creators, we strongly value development of these skills and attitudes in all of our students.

Arts literacy also fosters connections between the arts, and between the arts and other disciplines, thereby providing opportunities to innovate and create new ideas; and to access, develop, express, and integrate meaning across a variety of content areas.

Indeed, an arts-literate individual recognizes the value of the arts as a place of free expression. She or he also recognizes the importance of observing and participating in the social, political, spiritual, financial, and aesthetic aspects of his or her communities, and works to introduce the arts into those settings. An arts-literate individual is one who can use each of the following life skills.

In 2016, NYSED brought arts educators together to revise the 1996 ***New York State Learning Standards for the Arts***, using the 2014 National Core Arts Standards (NCAS) as a major resource. These educators represented the four arts disciplines supported by the 1996 standards (Dance, Music, Theater, and Visual Arts) plus a new fifth discipline (Media Arts), and the varied demographic populations and geographic regions of New York State.

The new arts standards were finalized in 2017 through educator/grass-roots participation and broad stakeholder feedback. NYSED staff surveyed the field and brought the teams of writers back together to review and refine the drafts that were released for statewide input. The revised 2017 ***New York State P- 12 Learning Standards for the Arts*** are the result of that work and have been approved by the NYS Board of Regents in September 2017.

The vision and intention of the *New York State Strategic Plan for the Arts* and the *New York State P-12 Learning Standards for the Arts* are that...

*All New York State P-12 students are provided with access to learning in Dance, Music, Theater, Visual and Media Arts; delivered by certified teachers employing instruction reflective of research and best practices; in districts using sequential, standards-based arts curricula; along with quality resources and support from community stakeholders at large<sup>7</sup>.*

Along with the development of new arts standards, the *New York State Statewide Strategic Plan for the Arts* articulates the components that are critical to their success: Professional Development (Curriculum, Instruction and Assessment); Materials and Resources Support; and Administrative and Community Support. The plan emphasizes that each of the critical components is necessary. Critical Component 2.3 Assessment has one goal:

*Support the development of formative and summative assessments at the state, regional, and local levels that measure student achievement of the NYS P-12 Learning Standards for the Arts, and empower educators to use the data resulting from these assessments to enhance teaching and learning<sup>8</sup>.*

As we move forward with this plan it will be important to note, and begin to integrate, the work



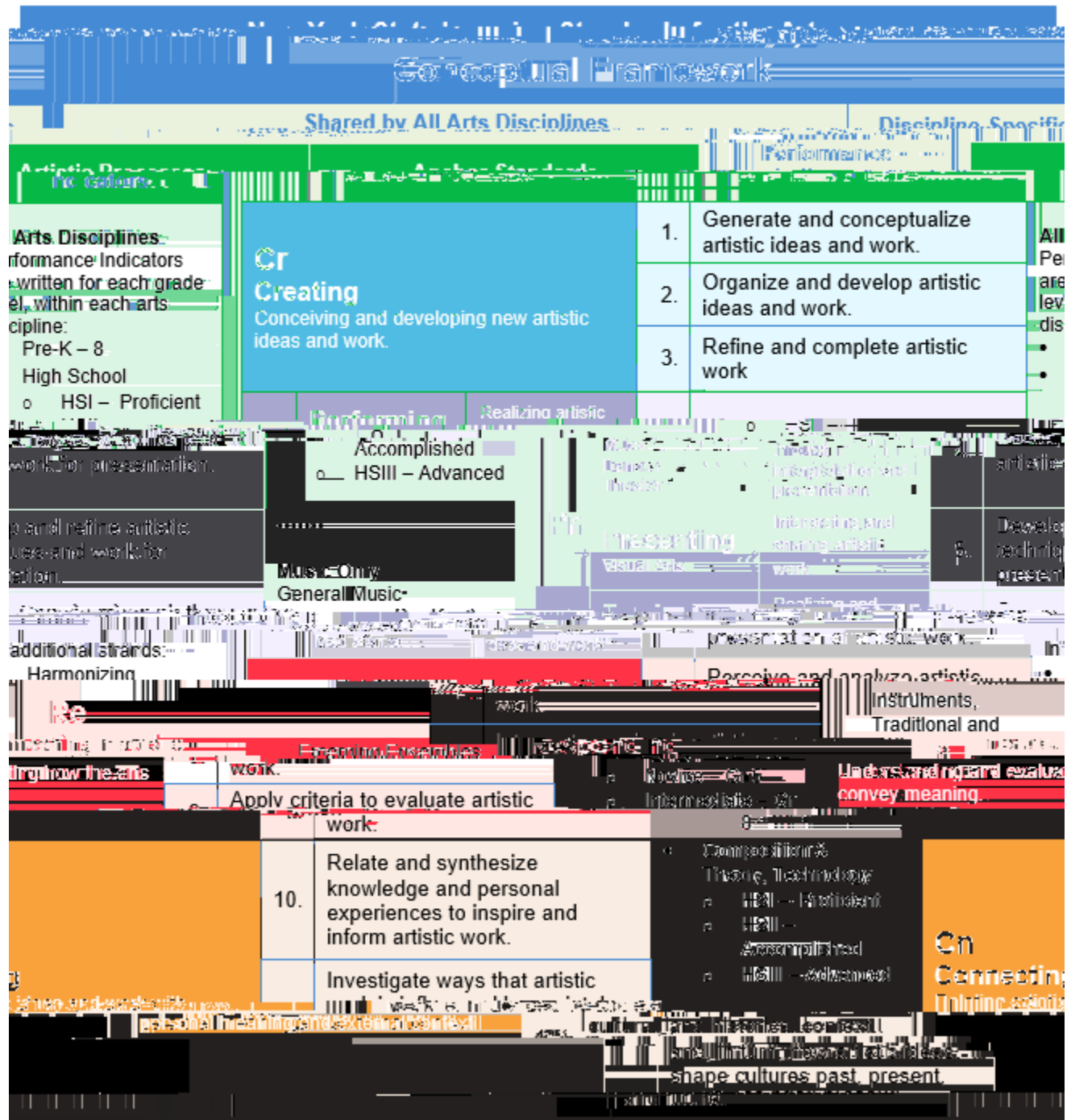
Pathway. The task of the Blue Ribbon Commission on the Arts was to make detailed recommendations regarding the development of an Arts Pathway for NYS students. This detailed report is an addendum to the *New York State Statewide Strategic Plan*. In the report, the Blue Ribbon Commission for the Arts suggests a “capstone” or culminating project protocol defined collaboratively by the student and the teacher to display a student’s achievements as a result of instruction and experience<sup>9</sup>.

Arts stakeholders should use this guide and the Strategic Plan to help begin the professional development necessary for full implementation of the 2017 *Ne (y) d theYPpheYPefpton o*

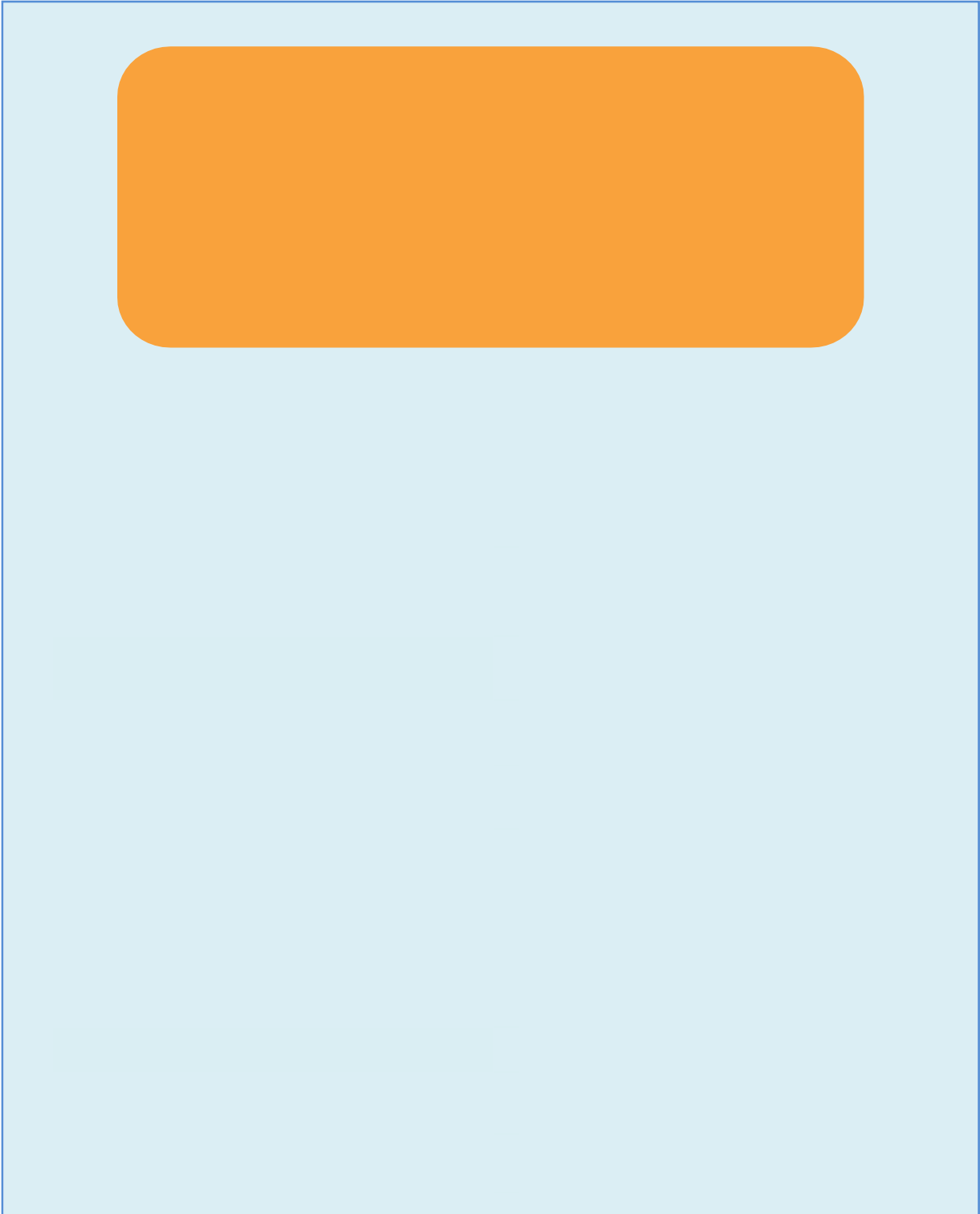
## **SECTION 2    ORGANIZING PRINCIPLES**

In the 2017 *New York State P-12 Learning Standards for the Arts*, all the arts disciplines share common organizing principles. These are called Artistic Processes,

**Figure 1: Conceptual Framework for the 2017 New York State P-12 Learning Standards for the Arts**



**SECTION 3    BRIEF OVERVIEW of PRIMARY CHANGES**



## **From Four to Five Disciplines**

In the 1996 Arts Standards, four major arts disciplines were recognized – Dance, Music, theater, and Visual Arts. Media Arts were included as a subset of the Visual Arts. In response to enormous technological change and development in art forms, the 2017 Arts Standards list Media Arts as a separate discipline in order to highlight their unique working methods, forms, and outcomes; and to encourage interdisciplinary collaborations between all arts disciplines through media arts integration. However, Media Arts remains a substantial extension of Visual Arts for now and the near future, as reflected in the current Part 100 regulations<sup>12</sup>.

## **From Four Standards to Eleven Anchor Standards**

In the 1996 Arts Standards, four major standards were shared across the four arts disciplines, which dealt primarily with the various areas of content needed for quality arts curricula. In the newly revised standards, all of the arts disciplines share eleven common goals, which are called **Anchor Standards**. These anchor standards elaborate on the artistic thinking and working processes of Creating, Performing/ Presenting/Producing, Responding, and Connecting. See *Figure 3, next page*.

## **From Grade Bands to Grade Level Performance Indicators**

The 1996 Arts Standards were separated into three Grade Bands: Elementary, Intermediate, and Commencement levels. These levels aligned with the Part 100 regulations that prescribed amount of time for arts study, units earned, and certification status of arts teachers at different levels. Elementary included grades K-6, and Intermediate included grades 7-8. Commencement included two levels: the Commencement General Education Level (CGEL) which applied to the one unit of credit needed to graduate high school; and the Major Sequence Level (MSL) which was in addition to the CGEL requirements for those students pursuing a 3 or 5-unit sequence in the arts. Each grade band shared a set of Performance Indicators, that outlined what students would need to know and be able to do by the time they completed the sequenced levels contained in that grade band. The performance indicators thus described *endpoints* of a standards-based curriculum.

The 2017 Arts Standards are divided into thirteen levels: PRE-K , K, 1, 2, 3, 4, 5, 6, 7, and 8; and three High School levels: HSI Proficient, HSII Accomplished, and HSIII Advanced. These divisions are more specific in helping teachers design curricula that move students along a continuum of progress towards standards achievement. They also provide more flexibility in response to the broad variation of building/grade level **configurations from district to district across the state**.

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<sup>12</sup> See Part 100 of the Commissioner's Regulations at <http://www.nysed.gov/curriculum-instruction/part-100-regulations-commissioner-education>

*For more detailed information on how to adjust to and implement grade level PIs in situations where sequential instruction in an arts discipline has not been fully available*

*Figure 4: Grade Division Comparison*

**1996  
Arts Standards Grade Bands**

**SECTION 4**





time. Districts should, however, continue to (or increase, as needed) support for quality arts learning for all students. (For a full explanation, see the *Opportunity to Learn Standards*)<sup>14</sup>



## **SECTION 5** POLICY GUIDANCE for the IMPLEMENTATION of the 2017 **NEW YORK STATE P-12 LEARNING STANDARDS** *for the ARTS*<sup>15</sup>

The New York State Education Department calls for arts learning that supports the whole child by creating artistically literate citizens who are well equipped with the communication and critical-thinking skills and the creativity needed to live rich, meaningful lives. The following guidelines are recommended to support the implementation of the 2017 **New York State P-12 Learning Standards for the Arts** in our schools.

of arts classes in the elementary and middle school levels (Pre-K -6) with arts instruction provided only by Arts certified teachers.



and artistic literacy.

Participate in professional development opportunities to increase arts content knowledge and changes in the P-12 Arts Standards.

In partnership with the arts certified teaching staff and community stakeholders, leaders should create a culture that embraces artistic literacy, learning and expression throughout the school.

### **Educator Responsibilities**

Participate in discipline specific standards-based turnkey trainings to better understand changes in the 2017 P-12 Arts Standards.

In partnership with district designated arts leaders, create and execute 2017 P-12 Arts Standards-based district arts curricula.

Plan and implement rigorous standards-based instruction to support student understanding and application of artistic concepts and skills.

Provide frequent and varied opportunities for students to create, perform/present/produce, respond and connect.

Use formative and summative assessments to monitor student achievement and adjust instruction.

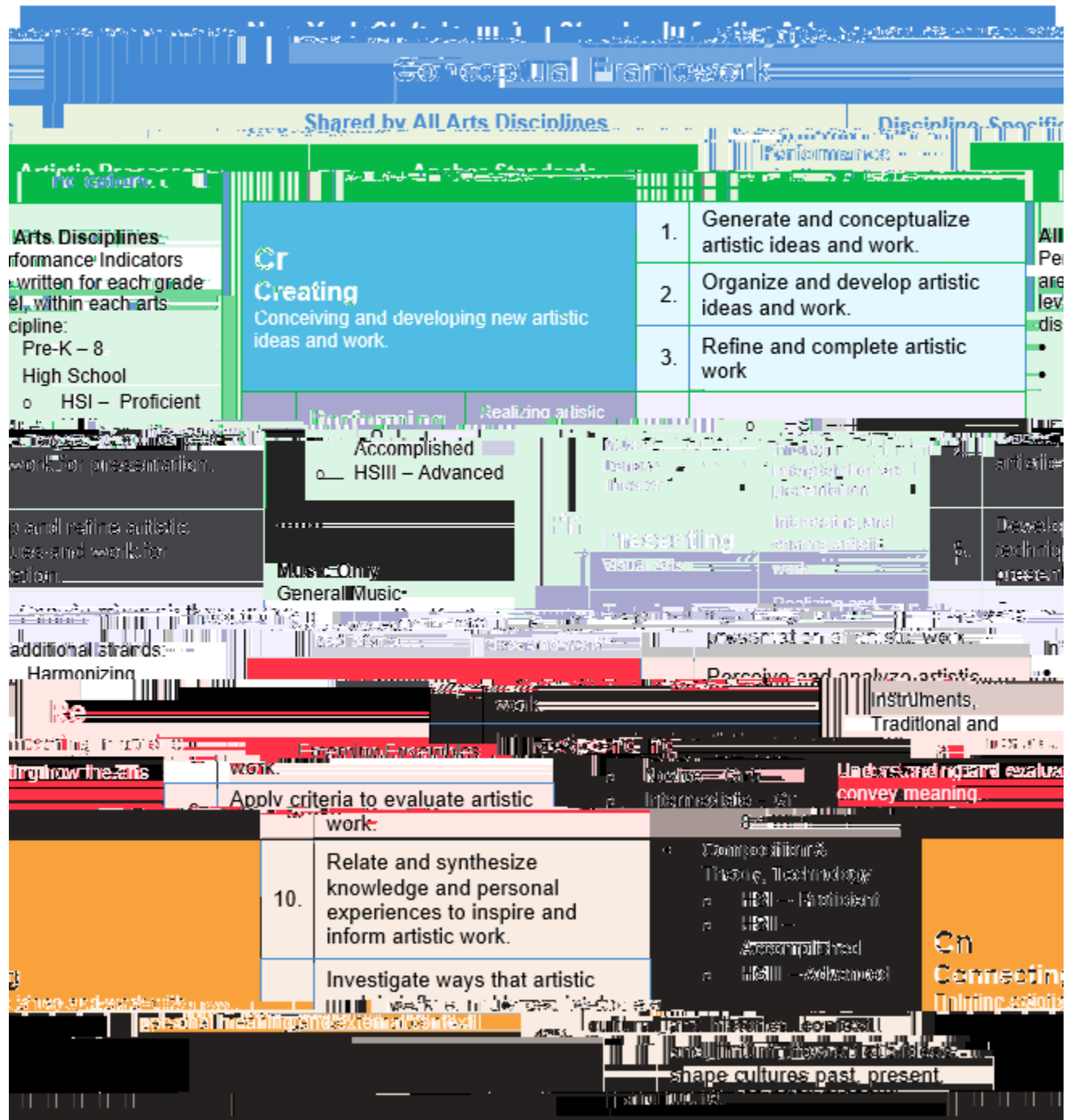
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- learn how to design lessons and curriculum that support achievement of the 2017 ***New York State P-12 Learning Standards for the Arts***, and
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# SECTION 6 CONCEPTUAL FRAMEWORK, PERFORMANCE INDICATOR DESCRIPTIONS, and CODING SYSTEM

Figure 5: Conceptual Framework for the 2017 New York State P-12 Learning Standards for the Arts (REPEAT of Figure 1, page 10)





## **NYS Arts Standards Coding System<sup>22</sup>**

Each discipline is assigned an alphabetic abbreviation using uppercase letters:

**DA** Dance **MA** Media



**PART 2**  
**DISCIPLINE-SPECIFIC**  
**CONSIDERATIONS for STANDARDS**  
**IMPLEMENTATION**

## **SECTION 7    DANCE**

A sequential PK-12 dance education is one that inspires dance students to experience, embody, and cultivate the content knowledge, skills, artistry, aesthetic sophistication and appreciation, and the ability to create and perform works of art that communicates self-expression, social issues, personal views, and perspectives, and culture.

**Figure 8: Coding Example from the 2017 New York State P-12 Learning Standards for Dance**

1. The **Arts Discipline** precedes the colon gphe color Dance





***Figure 9: Achievement Scale Descriptors***

Figure 11: EXAMPLE Application of Sliding Scale for Dance, Grade 6 & HS

	September	November	March	June
6th Grade With Prior	Developing		Adapt	Excelling
6th Grade No Prior	Developing		Adapt	Excelling

**IMPORTANT:**

Further exploration of how to apply the sliding scale concept to Dance, Theater, and Media Arts curricula, instruction, and assessment is presented in each arts discipline’s professional development sessions.

Contact your arts education professional association (NYSDA, NYSTEA, and NYSATA) for further detail about the **2017 New York State Learning Standards in the Arts** professional development opportunities.



**Figure 12** below is a graphic representation of the five strands of music standards. Colored blocks designate grade/proficiency levels at which those standards sets are present and also indicate which sets are published together (explanation next page). This formal organization provides districts with conceptual ideas for developing well-articulated and supportive Music Pathways to graduation that can integrate varied music courses into individual and comprehensive student learning plans.

**Figure 12: Graphic Representation of the Five Music Strands**

Grades Pk-2	
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*Figure 13: Coding Example from Music – Harmonizing Instruments, Novice Level*

**Arts Discipline: Music**

**Artistic Process:** Creating ~ Conceiving and developing new artistic ideas and work

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

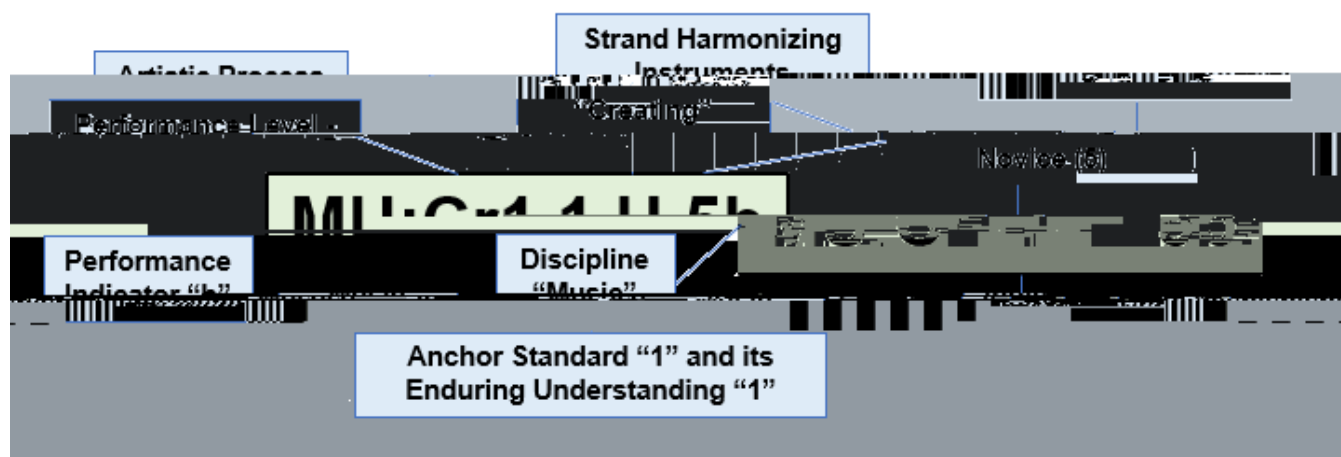
**Enduring Understanding 1.1:** The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

**Strand:** Harmonizing Instruments (H)

**Grade Level:** Novice (Indicated with “5”)

**Performance Indicator “b”:** **Generate** simple chordal accompaniments for teacher-provided **melodies**.

*The code for this Standard and Performance Indicator is...*



**First** position indicates the discipline. It is always followed by a colon ( : )

**Second** position (following the colon) indicates the Artistic Process

**Third** position indicates the Anchor Standard number and its Enduring Understanding number, which are separated by a “ . ”

**Fourth** position indicates the STRAND

**Fifth** position indicates the expected level of performance

**Sixth** position indicates the Performance Indicator

**Figure 14: Coding Example from Music – Traditional and Emerging Ensembles, High School Advanced**

**Arts Discipline: Music Artistic Process: Performing**

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

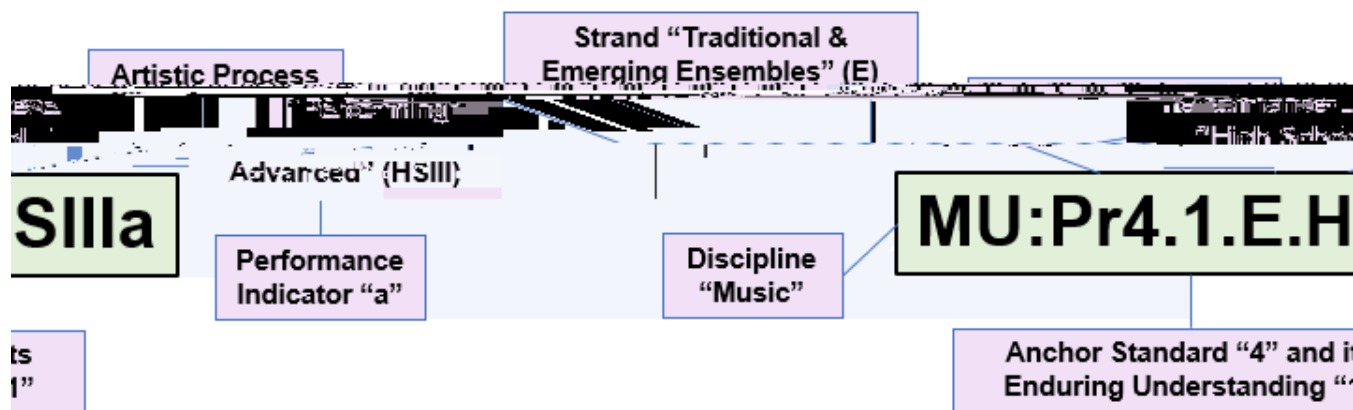
**Enduring Understanding 4.1:** Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire.

**Strand:** Traditional and Emerging Ensembles (E)

**Grade Level:** High School Advanced (indicated with HSIII)

**Performance Indicator “a”:** Develop and apply **criteria** to select varied **programs** to study and perform based on an understanding of **theoretical** and **structural** characteristics and **expressive** challenges in the music, the **technical skill** of the individual or **ensemble**, and the **purpose** and **context** of the **performance**.

*The code for this Standard and Performance Indicator is...*



**First** position indicates the discipline. It is always followed by a colon ( : )

**Second** position (following the colon) indicates the Artistic Process

**Third** position indicates the Anchor Standard number and its Enduring Understanding number, which are separated by a “ . ”

**Fourth** position indicates the STRAND

**Fifth** position indicates the expected level of performance

**Sixth** position indicates the Performance Indicator

## General Information

As in the other arts disciplines, there are specific issues particular to the Music Standards. These issues are listed below.

Type set has specific meaning. **BOLD** text indicates music glossary terms while *italicized* words alert the reader to an increased rigor from the previous level.

The grade-by-grade and level-by-



*Figure 15: Music Processes and Components in Relation to Each Other*

CREATING (Cr)	PERFORMING (Pr)	RESPONDING (Re)
<p><b>Cr 1</b> Generate and conceptualize artistic ideas and works.</p> <p><b>Cr1.1 IMAGINE</b> The creative ideas, concepts, and feelings that influence</p>		

## SECTION 9 THEATER

Theater is a distinct arts discipline important to the development of the whole child, and theater education is a powerful tool for understanding the human experience and celebrating diversity.

### **Theater Arts:**

Enables students to acquire personal resources and life skills (public speaking, work ethic, career readiness) through intellectual, physical, emotional, aesthetic, and creative development.

Fosters a disciplined approach to critical thinking and problem solving, strengthenct ah te pdpea(l)6 (ec)4zing div(lO)3.6 (N)]Tienct[(p)1blc(nes)3dgh (a)10 (t)2 9.9 (l)6

Dramatic Play	Monologue	Improvisation
Story Drama	Dialogue	Process Drama
Creative Drama	Scene Work	Devised Theater
Guided Drama Experience	Solo Performance	Staged Production
Puppetry	Collaborative Performances	Musical
Role-playing	Play	Viewing local school/community groups
Pantomime	10-Minute Play	













an idea to the development of work, presentation of the work, and the reciprocal relationship of the artist to the viewer. They represent a direction for the future of visual arts education in New York State that embraces quality, collaboration, twenty-first century skills, and links with international standards of artistic literacy.

The rationale to include Media Arts in the new 2017 ***New York State P-12 Learning Standards for the Arts*** is simple: Like all arts disciplines, Media Arts has the capacity to inspire, engage and enrich all students, encouraging them to imagine and reach their creative and expressive potential.

The excerpt on the following pages is from the SEADAE Data Task Force *Course Codes Review and Suggested Revisions* for the National Center for Educational Statistics (NCES).

## **Why is “Media Arts” now the 5th Arts Discipline?**

Media Arts is an artistic expression that encompasses a broad range of forms, tools, processes, and genres that are ever-evolving, thereby providing a variety of ways to define and describe it. Familiar forms of Media Arts include Film, Television, Video and Digital

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## SECTION 13 HELPFUL RESOURCES

### **NYSED Arts Webpage**

<http://www.nysed.gov/curriculum-instruction/arts>

### **National Core Arts Standards (NCAS) Conceptual Framework**

[https://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework\\_0.pdf](https://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_0.pdf)

### **NCAS Philosophical Foundations and Lifelong Goals**

[http://www.nationalartsstandards.org/sites/default/files/NCCAS%20PhilosophicalFoundations%20-%20Lifelong%20Goals\\_0.pdf](http://www.nationalartsstandards.org/sites/default/files/NCCAS%20PhilosophicalFoundations%20-%20Lifelong%20Goals_0.pdf)

### **NCAS Conceptual Framework Graphic**

<http://www.nationalartsstandards.org/sites/default/files/Framework%20Matrix%20jpeg%20%283%29.jpg>

### **NCAS Inclusion Strategies**

<http://www.nationalartsstandards.org/content/inclusion>

### **NCAS Media Arts Position Paper**

[https://www.nationalartsstandards.org/sites/default/files/Media%20arts\\_resources/NCCAS\\_%26\\_Media\\_Arts\\_7-28-12%20FINAL.pdf](https://www.nationalartsstandards.org/sites/default/files/Media%20arts_resources/NCCAS_%26_Media_Arts_7-28-12%20FINAL.pdf)

### **National Association for Music Education (Na/ME)**

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

### **National Art Education Association (NAEA)**

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

### **Educational Theater Association (ETA)**

<https://www.schooltheatre.org/home>

### **National Dance Education Organization (NDEO)**

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

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