

Arts Education K-12 Standards, Benchmarks, & Grade Level Content Expectations



The Second Look Project 2009 - 2011

Office of Education Improvement and Innovation

Goal of the Second Look Project

- Review and revise the Michigan Standards and Benchmarks for the Arts approved by the State Board of Education in 1998
- Develop grade level content expectations for the arts that provide a description of what 21st century students should know and be able to do in arts education to be ready for college and the workplace.

How will this inform teaching and learning?

Expectations provide a foundation for the development of curriculum and assessment. They provide a focus for the knowledge and skills at the center of teaching and learning.

Expectations should represent **rigorous** and **relevant** learning for **ALL** students in the 21st century.

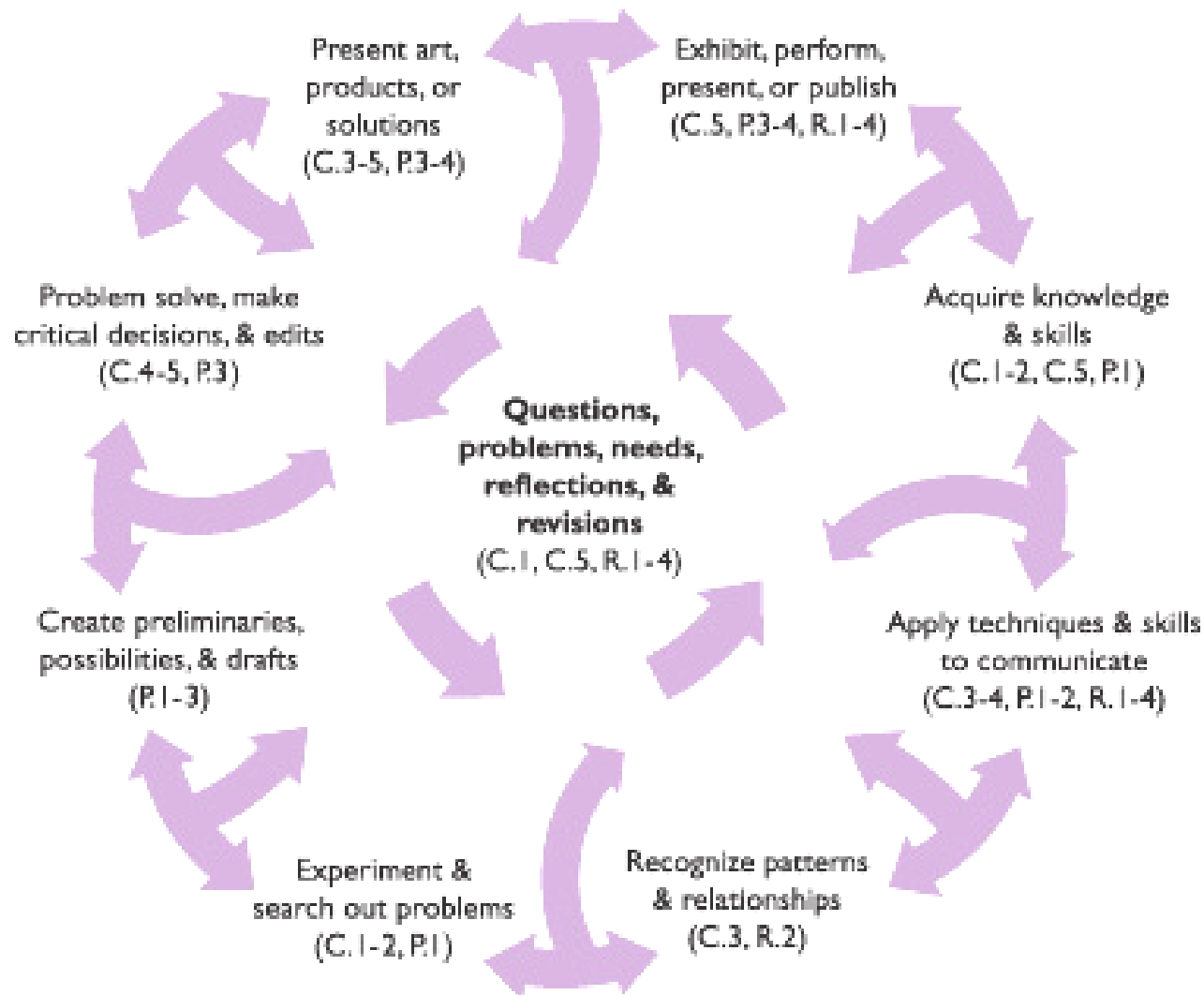
What has been the process thus far?

- 1998 Arts Education Content Statements Approved by SBE
- 2004 Draft Grade Level Content Expectations
- 2009-11 Review and revision of Arts Education Standards, Benchmarks, and Grade Level Content Expectations for Dance, Music, Theatre, and the Visual Arts
- Alignment of K-12 documents to 21st century skills
- Alignment of 9-12 document to Michigan Merit Curriculum Credit Guidelines
- Editing and formatting of documents for review

Goal posts for this work

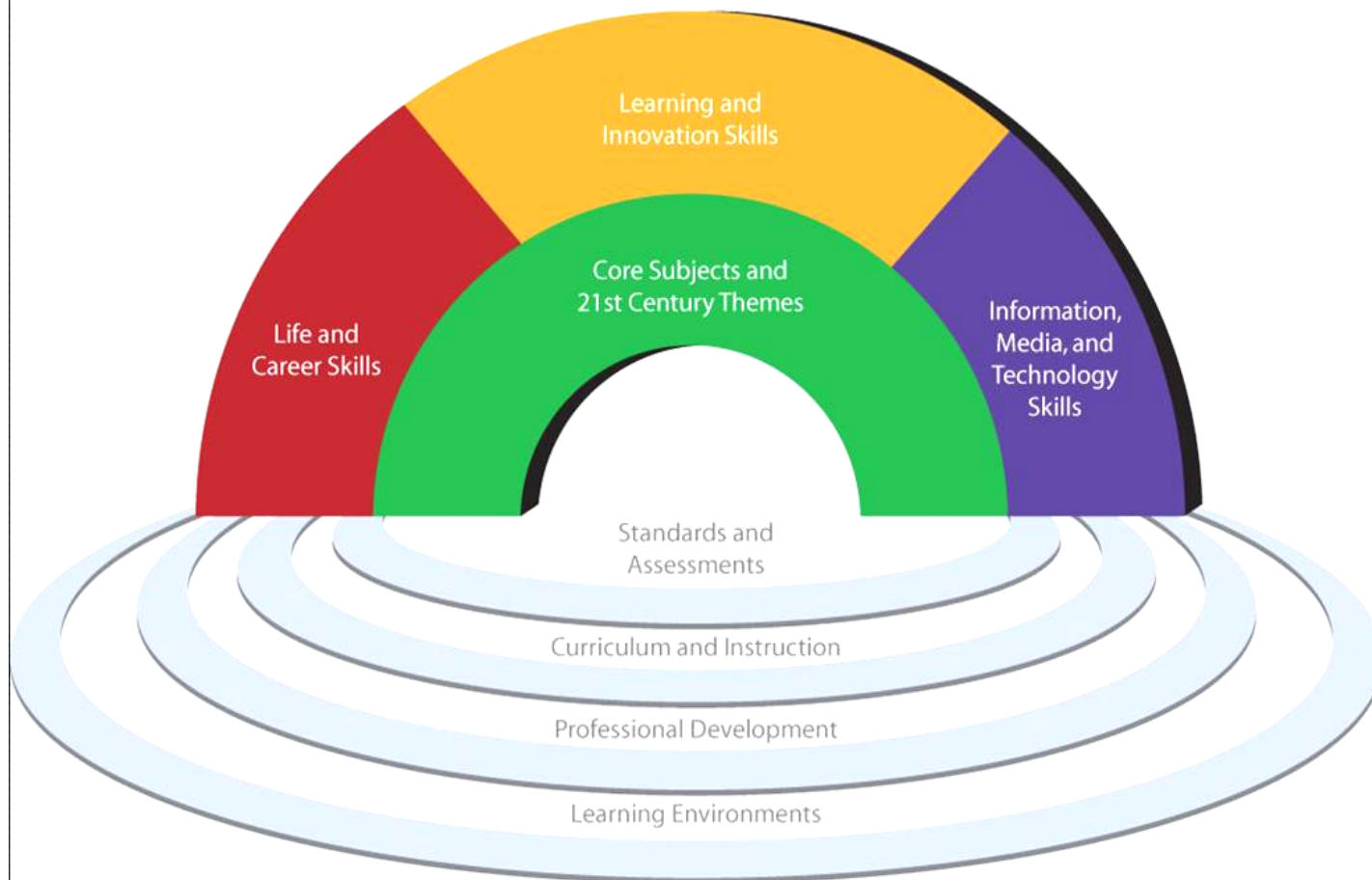
- Levels of revision:
 - Standards: minimal to no revisions
 - Benchmarks and Grade Level Content Expectations (GLCEs): revisions possible
- K-12 vertical alignment
- 9-12 benchmark alignment to the Michigan Merit Curriculum Visual, Performing and Applied Credit Guidelines
- K-12 alignment to 21st century skills

Michigan Merit Curriculum Visual, Performing, and Applied Arts Credit Guidelines



21st Century Skills

21st Century Student Outcomes and Support Systems



Alignment to National Standards

National Arts Education Standards 1994	Michigan Arts Education Standards 1998
1. Understanding and applying media, techniques, and processes.	1. All Students will apply skills and knowledge to perform in the arts.
2. Using knowledge of structures and functions.	
3. Choosing and evaluating a range of subject matter, symbols, and ideas.	2. All students will apply skills and knowledge to create in the arts.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.	3. All students will analyze, describe, and evaluate works of art.
4. Understanding the visual arts in relation to history and cultures.	4. All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.
6. Make connections between visual arts and other disciplines.	5. All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Hierarchy Coding

ART.VA.1.4.2

Content Area

Art Form

Standard

Benchmark

GLCE

Content Standard 1: All students will apply skills and knowledge to perform in the arts.

The discipline of art employs the use of problem solving, invention, innovation, design and creativity. Students learn to think in ways that are unique, original, introspective, evaluative, analytical, and creative while making connections to and between a variety of concepts.

Students represent their learning by organizing, designing and applying a wide range of cognitive dispositions into solutions to visual problems. Students are rewarded with a visual representation of their thinking created through the synthesis of multiple processes.

Content Standard 2: All students will apply skills and knowledge to create in the arts.

Art provides a critical site for students to problem solve; finding new solutions for visual problems through analysis and application of their knowledge and skills.

Art is a transformative process where idea becomes creation. Importantly, the arts develop essential workplace qualities of teamwork, collaboration, flexibility, appreciation and respect for others' ideas and personal expressions.

Content Standard 3: All students will analyze, describe and evaluate works of art.

Learning to make critical judgments is a fundamental life skill that students learn through an experience in the arts.

Art challenges the viewer and consumer to make critical connections with their environment and visual culture everyday.

Through the art process, students learn to hone their observation skills, analyze situations, make informed decisions while synthesizing their ideas into creative solutions.

These are skills our students need to be global citizens in the 21st century.

Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.

Art is our visual record of history and the expression of culture and creativity for all humankind.

When students engage in the processes of understanding, analysis and describing of the arts within their own and other cultures, they understand the importance of the arts in shaping societies, cultures, and civilizations.

Students learn appreciation for difference and tolerance for other points of view and through the study of the artifacts and images from other time periods and cultures.

Art is a universal language that unites people worldwide.

Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Thinking deeply, creatively and critically enables students to connect their knowledge to their local and worldwide communities and daily activities.

Art is the thread that ties together all the subjects making connections between arts disciplines and other content areas.

The arts disciplines share a common language and celebrate expression, individuality, creation and reflection.

Art makes us collaborators as we share our visual stories and imagery in a variety of communities both actual and digital.

K-8 Standards, Benchmarks, & GLCE

Content Standard 1: All students will apply skills & knowledge to perform in the arts

6 th Grade GLCEs	7 th Grade GLCEs	8 th Grade GLCEs
<p>ART.VA.I.MS.1: Select materials, techniques, media technology and processes to achieve desired effects. Understand the varying qualities of materials, techniques, media technology and processes. (21st Century Skills: II.1, II.2, II.3)</p>		
<p>ART.VA.I.6.1</p>	<p>ART.VA.I.7.1</p>	<p>ART.VA.I.8.1</p>
<p>Understand the varying qualities of materials, techniques, media technology and processes at a developing level.</p>	<p>Understand the varying qualities of materials, techniques, media technology and processes at an emerging level.</p>	<p>Apply understanding of the varying qualities of materials, techniques, media technology and processes to the selection of appropriate tools and media to design and solve creative problems and achieve desired artistic effects.</p>

High School Standard and Benchmark

Content Standard 1: All students will apply skills and knowledge to perform in the arts

~~**ART.VA.I.HS.1:** Apply materials, techniques, media technology, and processes with sufficient skill, confidence, and sensitivity that personal intentions are carried out in artworks.~~

Apply acquired knowledge and skills to the creative problem solving process (VPAA: C.1, C.3, P.1 / 21st Century Skills: I.4, II.2)

Criteria for Review

- **PROGRESSION:** Do knowledge and skills build clearly and sensibly on previous learning and increase in intellectual demand from year to year?
 - move from simple to complex, from concrete to abstract
 - prevent needless repetition from grade to grade(K-12 Example)



Criteria for Review

- **COHERENCE:** Do the standards, benchmarks, and GLCEs convey a unified vision of the discipline, and do they establish connections among the major areas of study?
 - reflect a coherent structure of the discipline and/or reveal significant relationships among the strands and how the study of one complements the study of another.
 - Can we “back-map” from the high school standards and benchmarks to a progression of standards, benchmarks, and GLCEs that middle and elementary school students would need to reach in order to be “on track” for college and work.



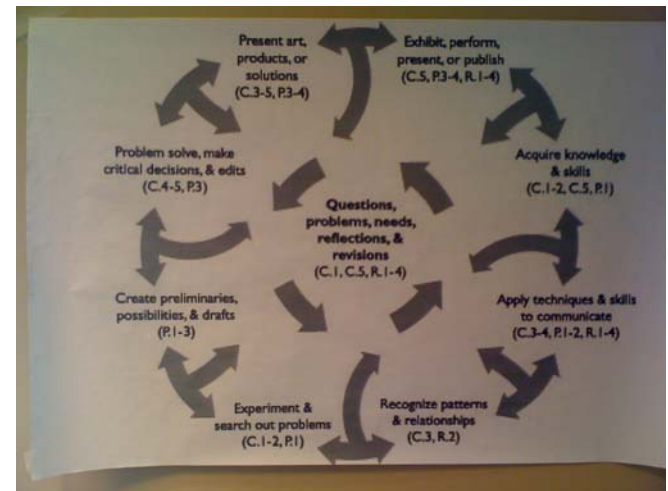
(K-12 Example)

Criteria for Review

RIGOR: What is the level of intellectual demand in the standards, benchmarks and expectations?

- challenging enough to equip students to succeed at the next grade level
- essential core content of a discipline; its key concepts and how they relate to each other

(High School Example)



Criteria for Review

SPECIFICITY: Are the standards, benchmarks, and GLCEs specific enough to convey the level of performance expected of students?

- enough detail to help teachers design their courses
- address the given teachers' time for instruction

(Middle School Example)



Criteria for Review

- **CLARITY:** Are the standards, benchmarks and GLCEs clearly written and presented in a logical, easy-to use format?
 - jargon-free prose
 - widely understood and accepted by teachers, parents, school boards and others who have a stake in the quality of schooling including university faculties that will prepare teachers to convey the standards and later receive those teachers' students

(Elementary Example)



Criteria for Review

- **FOCUS:** Have tough choices been made about what content is the most important for students to learn?
 - priorities of facts, concepts and skills that should be emphasized at each grade level(Elementary example)



Next Steps

- State Board of Education review of draft documents
- Web review of draft
- Teams of experts review of survey results
 - Identify areas of consensus and need
 - Resolve areas of need
- National review
- Teams of experts edit based on national review
- MDE prepares final documents
- Final documents are presented to superintendent
- Final documents are presented to State Board of Education
- Final documents are disseminated

Contact Information

Abbie Groff, Interim Supervisor of
Curriculum and Literacy

HilgendorfA@michigan.gov