Exploring the New Jersey Student Learning Standards in the Visual & Performing Arts: An Introduction to the 2020 New Jersey Student Learning Standards and Vision for Arts Teaching and Learning in New Jersey’s Schools

Presenters:
Jeff Santoro, Supervisor of Fine & Performing Arts, West Windsor-Plainsboro Regional School District
Kerri Sullivan, District Supervisor of the Arts, K-12, Bridgeton Public Schools
Do Now

★ In chat

(1) Name, Position/Grades, District/School

(2) What is your most burning question/concern around the 2020 NJSLS in the Arts?
★ Ask questions! There are some pause points built-in to the presentation, but if we can clarify something please unmute or type in chat.
★ Please keep your microphone muted unless speaking.
★ Please consider keeping your camera on - imagine we are all together!
Objective

★ Understand the 2020 NJSLS for the Arts and how to start to using them
What is a standard?

**standard**

\[/*ˈstændərd/*\]

**noun**

1. a level of quality or attainment.
   "their restaurant offers a high standard of service"
   synonyms: quality, level, grade, caliber, merit, excellence
   More
2. an idea or thing used as a measure, norm, or model in comparative evaluations.
   "the wages are low by today's standards"

**adjective**

1. used or accepted as normal or average.
   "the standard rate of income tax"
   synonyms: normal, usual, typical, stock, common, ordinary, customary, conventional, wonted, established, well established, settled, set, fixed, traditional, prevailing
   More
2. (of a tree or shrub) growing on an erect stem of full height.
Pop Quiz: How do you use standards?

A. Ignore them

B. Write your entire unit/lesson plan and then go back and add as many standards as you possible can

C. Use the standards as a starting point for designing your unit/lesson plan
Designed to Prepare Students for the Future

★ Goal: Prepare New Jersey students to live healthy, productive lives equipped with the knowledge and skills to make their local and global communities a better place to live.

★ Effective creative and critical thinkers and problem-solvers
★ Empathetic and kind
★ Caring and courageous leaders
★ Compelling communicators
★ Contributing citizens in our global community
★ With skills and knowledge for high-skilled, high-demand jobs
★ Adaptable and able to transition into careers that are not yet imagined
Why new Arts Standards?

★ Refresh how we, as a field, think and talk about what we do;

★ Establish common definitions of artistic literacy and fluency on which to base expectations for student outcomes in arts education;

★ Increase pedagogical content knowledge and enhance reflective practice;

★ Help teachers understand why they teach what they teach;

★ Guide students *thinking* about the arts and their relationship to the arts;

★ Provide a common framework and research base to help demystify the arts, exemplify their worth to our 21st century global society, and create openings for meaningful cross-content integration.
The 1994 National Arts Standards, which the old NJ Student Learning Standards are based on, are a list of “what students should know and be able to do in the arts.”

The 2015 National Core Arts Standards (NCAS) represent a re-imaging of the previous national arts standards. They focus on Artistic Processes and provide explicit expectations for learning that represent arts literacy and fluency. The 2020 NJSLS for the Arts are based on these national standards.
10 national organizations spent 3 years designing and writing new national voluntary standards for the arts.

- 130 writers
- 111,424 reviewers over 2 reviews (2013 & 2014)
NCAS Guiding Questions

★ Why study the arts? What is it about the arts that makes the experience valuable to students, to education, to a community, to a nation?

★ What “arts learnings” do we want students to take with them through their life?

★ What does it mean to be “artistically literate?”
Conceptual Framework
<table>
<thead>
<tr>
<th>Philosophical Foundations</th>
<th>Lifelong Goals (Defining Artistic Literacy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.</td>
</tr>
<tr>
<td>Creative Personal Realization</td>
<td>Artistically literate citizens find at least one art form in which they develop sufficient competence to continue active involvement in that art form as an adult.</td>
</tr>
<tr>
<td>Culture, History, and Other Connections</td>
<td>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 understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.</td>
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<tr>
<td>Wellbeing</td>
<td>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.</td>
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</tbody>
</table>
New Jersey Timeline

- 2014 Standards Review Committee recommends to the NJ State BOE the revisions be postponed pending the release of NCAS
- 2015 National Core Arts Standards released
- 2016 Standards Revision Committee meets and decides to adapt NCAS; drafts new NJSLS for Visual & Performing Arts, mission & vision, introduction
- 2017 Pause for politics (Gubernatorial election)
- 2019 Writing Tems Coalesce behind NJDOE vision; bias and perception training and reflection; review and revise standards, introduction, add appendices
- 2020 NJ State BOE approval process: adopted June 3, 2020
- 2021-2022 Districts must be in compliance with curriculum reflecting new NJSLS
<table>
<thead>
<tr>
<th>What’s Different and What’s Alike?</th>
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<tbody>
<tr>
<td><strong>NCAS</strong></td>
</tr>
<tr>
<td>★ Driven by four Artistic Processes (creating, performing, responding, connecting)</td>
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<tr>
<td>★ Common Anchor Standards across five arts disciplines</td>
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<tr>
<td>★ Media Arts as an independent arts discipline</td>
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<tr>
<td>★ K-12 Grade-level delineation and levels of proficiency via Performance Standards</td>
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<tr>
<td>★ Instructional Resources (e.g., Model Cornerstone Assessments)</td>
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<td>★ Organized under the umbrella of big ideas, supported by EQs &amp; EUs</td>
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<td><strong>NJSLS</strong></td>
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<tr>
<td>★ No changes made to the Artistic Processes</td>
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<tr>
<td>★ Modest modification of Anchor Standards (Artistic Practices)</td>
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<td>★ Grade-bands rather than grade-level</td>
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<td>★ Refinement of NCAS language</td>
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<td>★ No MCAs (Defer to NCAS)</td>
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<tr>
<td>★ Inclusion of Media Arts...to be taught from an aesthetic foundation through a variety of artistic lenses (regardless of licensure)</td>
</tr>
<tr>
<td>★ Modification to EUs, EQs, &amp; Process Component (Curriculum Components)</td>
</tr>
</tbody>
</table>
To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.
All students will have equitable access to a quality arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;

- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;

- Creating new artistic work reflective of a variety of different ethnic, racial, and cultural perspectives;

- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.
Describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive.

Guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.
The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;
- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and by
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
2020 NJSLS in the Arts Introduction
New Jersey
Student Learning Standards
Visual and Performing Arts

Framework Design

Artistic Process

Anchor Standard

Discipline-specific performance standards

Anchor Standard

Discipline-specific performance standards

Discipline-specific performance standards

Common

Common

Discipline Specific
First Design Feature

Artistic Processes
Artistic Processes

Artistic Processes are the way the brain and body make art and define the link between art making and the learner.
Artistic Processes

★ **Creating**
Conceiving and developing new artistic ideas and work.

★ **Performing/Presenting/Producing**
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.
Second Design Feature

Artistic Processes

Anchor Standards
Anchor Standards

★ 11 standards shared collectively across grades and artistic disciplines
★ Stratify each artistic process into 2 or 3 generalizable actions
★ High-level concepts establishing big ideas and practices that play into understanding and applying arts learning
Creating Anchor Standards

★ Generate and conceptualize artistic ideas and work.
★ Organize and develop artistic ideas and work.
★ Refine and complete artistic work.
Performing/Presenting/Producing Anchor Standards

- Select, analyze and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
Perceive and analyze artistic work.

Interpret intent and meaning in artistic work.

Apply criteria to evaluate artistic work.
Connecting Anchor Standards

★ Synthesize and relate knowledge and personal experiences to make art.

★ Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Third Design Feature

- Artistic Processes
- Anchor Standards
- Performance Expectations
Performance Expectations articulate student achievement and translate the anchor standards into measurable goals.

- Grade-band learning expectations: K-2, 3-5, 6-8, HS proficient, HS accomplished, HS advanced (Music: novice, intermediate, proficient, accomplished, advanced)
- Individual to each artistic disciplines: dance, media arts, music, theatre, visual arts
- Majority of the content
- Describe how each artistic discipline uniquely builds artistic literacy and fluency based on the Artistic Processes and Anchor Standards
# All Together Now

## THEATRE

<table>
<thead>
<tr>
<th>Anchor Standard 1: Generating and conceptualizing ideas.</th>
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<tbody>
<tr>
<td>Ensuring understanding: theatre artists rely on intuition, curiosity, and critical inquiry.</td>
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<tr>
<td>Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</td>
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<table>
<thead>
<tr>
<th>Imagination</th>
<th>2nd</th>
<th>6th</th>
<th>8th</th>
<th>HS Proficient</th>
<th>HS Accomplished</th>
<th>HS Advanced</th>
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<tbody>
<tr>
<td></td>
<td>1.4.2Cr</td>
<td>1.4.5Cr</td>
<td>1.4.8Cr</td>
<td>1.4.12prof.Cr</td>
<td>1.4.12acc.Cr</td>
<td>1.4.12adv.Cr</td>
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<tr>
<td>a. Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
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<td>b. Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
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<td>c. Identify ways in which voice, gestures, movements, and sounds may be used to create or re-tell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</td>
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<tr>
<td>a. Create roles, imagined worlds, and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances of improvised stories in a drama/theatre work.</td>
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<td>b. Imagine, articulate, and design ideas for costumes, props, and sets that support the story, given circumstances, and characters in a drama/theatre work.</td>
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<td>c. Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.</td>
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<tr>
<td>a. Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.</td>
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<td>b. Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</td>
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<td>c. Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</td>
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<tr>
<td>a. Research to construct ideas about the visual composition of devised or scripted theatre work.</td>
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<td>b. Explore the impact of technology on design choices in devised or scripted theatre work.</td>
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<tr>
<td>c. Use script analysis to generate ideas about a character that is believable and authentic.</td>
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<tr>
<td>a. Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.</td>
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<tr>
<td>b. Understand and apply technology to design choices for devised or scripted theatre work.</td>
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<tr>
<td>c. Use personal experiences and knowledge to develop a character that is believable and authentic.</td>
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<tr>
<td>a. Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.</td>
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<td>b. Create a complete design for devised or scripted theatre work that incorporates multiple elements of technology.</td>
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<tr>
<td>c. Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.</td>
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</tbody>
</table>
Forth Design Feature

- Artistic Processes
- Anchor Standards
- Performance Expectations
- Instructional Resources
Multiple, discipline-specific, entry points or ways of accessing content

‘Packed in’ around the standards

Ways to connect the standards to what you do
Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand as a result of studying a particular content area.

Essential questions are the drivers of deep inquiry. They are iterative in nature, and do not demand a single right answer.
| THEATRE |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| Anchor Standard: Generating and conceptualizing ideas. |  |  |  |
| Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. |  |  |  |
| Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? |  |  |  |
| 2nd  1.1.2.Cr1 | 6th  1.4.5.Cr1 | 6th  1.4.8.Cr1 | HS Proficient 1.4.12prof.Cr1 | HS Accomplished 1.4.12acc.Cr1 | HS Advanced 1.4.12adv.Cr1 |
| **Imagine, Envision** |  |  |  |
| a. Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| b. Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). |  |  |  |
| c. Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work. |  |  |  |
| **Imagine, Envision** |  |  |  |
| a. Create roles, imagined worlds, and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances of improvised stories in a drama/theatre work. |  |  |  |
| b. Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. |  |  |  |
| c. Use script analysis to generate ideas about a character that is believable and authentic. |  |  |  |
| **Imagine, Envision** |  |  |  |
| a. Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work. |  |  |  |
| b. Explore the impact of technology on design choices in devised or scripted theatre work. |  |  |  |
| c. Use personal experiences and knowledge to develop a character that is believable and authentic. |  |  |  |

New Jersey
Student Learning Standards
Visual and Performing Arts
Dance, Music, Theatre, Visual and Media Arts
## Instructional Resources: Process Components

<table>
<thead>
<tr>
<th></th>
<th>Dance</th>
<th>Media Arts</th>
<th>Music</th>
<th>Theatre</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong></td>
<td>★ Explore</td>
<td>★ Conceive</td>
<td>★ Imagine</td>
<td>★ Imagine, Envision</td>
<td>★ Explore</td>
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<tr>
<td></td>
<td>★ Plan</td>
<td>★ Develop</td>
<td>★ Plan, Make</td>
<td>★ Plan, Construct</td>
<td>★ Investigate</td>
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<td></td>
<td>★ Revise</td>
<td>★ Construct</td>
<td>★ Evaluate, Refine</td>
<td>★ Evaluate, Clarify, Realize</td>
<td>★ Reflect, Refine</td>
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<td>★ Conceive</td>
<td>★ Integrate</td>
<td>★ Rehearse, Evaluate, Refine</td>
<td>★ Establish, Analyze</td>
<td>★ Analyze</td>
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<td></td>
<td>★ Develop</td>
<td>★ Practice</td>
<td>★ Select, Analyze, Interpret</td>
<td>★ Choose, Rehearse</td>
<td>★ Analyze</td>
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<td></td>
<td>★ Construct</td>
<td>★ Present</td>
<td>★ Interpret</td>
<td>★ Share</td>
<td>★ Share</td>
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<tr>
<td><strong>Performing</strong></td>
<td>★ Embody, Execute</td>
<td>★ Integrate</td>
<td>★ Rehearse, Evaluate, Refine</td>
<td>★ Establish, Analyze</td>
<td>★ Perceive</td>
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<td>★ Execute</td>
<td>★ Practice</td>
<td>★ Select, Analyze, Interpret</td>
<td>★ Choose, Rehearse</td>
<td>★ Analyze</td>
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<td>★ Express</td>
<td>★ Present</td>
<td>★ Interpret</td>
<td>★ Share</td>
<td>★ Interpret</td>
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<td>★ Present</td>
<td>★ Rehearse, Evaluate, Refine</td>
<td>★ Select, Analyze, Interpret</td>
<td>★ Select, Analyze, Interpret</td>
<td>★ Perceive</td>
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<td>★ Integrate</td>
<td>★ Present</td>
<td>★ Interpret</td>
<td>★ Evaluate</td>
<td>★ Analyze</td>
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<tr>
<td><strong>Responding</strong></td>
<td>★ Analyze</td>
<td>★ Perceive</td>
<td>★ Select, Analyze</td>
<td>★ Examine, Discern</td>
<td>★ Interpret</td>
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<td>★ Critique</td>
<td>★ Evaluate</td>
<td>★ Analyze</td>
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<td><strong>Connecting</strong></td>
<td>★ Synthesize</td>
<td>★ Synthesize</td>
<td>★ Interconnect</td>
<td>★ Incorporate</td>
<td>★ Synthesize</td>
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<td>★ Relate</td>
<td>★ Relate</td>
<td>★ Interconnect</td>
<td>★ Affect, Expand</td>
<td>★ Relate</td>
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<td></td>
<td>★ Synthesize</td>
<td>★ Relate</td>
<td>★ Interconnect</td>
<td>★ Affect, Expand</td>
<td>★ Synthesize</td>
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## Know the Code

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>Prefix</td>
<td>Discipline</td>
<td>Grade-Band</td>
<td>Artistic Process</td>
<td>Anchor Standard</td>
<td>Performance Expectation</td>
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<tr>
<td>1 ~ VPA</td>
<td>1 - Dance</td>
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<td>By the end of grade...</td>
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<td>2 - Media Arts</td>
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<td>3A - Gen. Music</td>
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<td>3B - Music Comp. &amp; Theory</td>
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<td>3C - Music Ensembles</td>
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<td>3D - Harmonizing Instruments</td>
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<td>3E - Music Technology</td>
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<td>4 - Theatre</td>
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<td>5 - Visual Arts</td>
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</table>
★ There are three levels of performance expectations at the high school level: proficient, accomplished, advanced.

★ There is a five-credit high school graduation requirement in Visual and Performing Arts for all students. Students are expected to meet, at minimum, the proficient performance expectations in any one artistic discipline.

★ For students who take elective courses beyond the five-credit high school graduation requirement in Visual and Performing Arts, the accomplished and advanced performance expectations have been created to provide guidance to educators and curriculum writers as to what they can expect students to do.
★ Students begin their study of music at different grades and develop fluency at different rates.

★ As such, the performance expectations in the music disciplines beyond General Music (K-8) are expressed as novice, intermediate, proficient, accomplished, and advanced.

★ You are always a beginner when you start a new endeavor. It is conceivable you could have students of various levels of proficiency (performance expectations) within a single ensemble or class.
Music Strands

General Music
Grade Bands

2nd
5th
8th

Ensembles and Harmonizing Instruments
5 Achievement Levels

Novice
Intermediate
Proficient
Accomplished
Advanced

Theory/Composition and Music Technology
3 Achievement Levels

Proficient
Accomplished
Advanced
Media arts is a unique medium of artistic expression that can amplify and integrate the four traditional art forms.

- Uses analog and digital media to integrate digital technologies with traditional forms of artistic expression.
- Taught from an aesthetic (artistic) foundation - not purely technical
- Certification
Resources

New Jersey
Student Learning Standards
Visual and Performing Arts
Dance, Music, Theatre, Visual and Media Arts
Learn About The Standards

Introduction To The New Standards

The New Jersey Student Learning Standards in Visual and Performing Arts (NJSLS-VPAs) are designed to promote lifelong artistic literacy and fluency.

Read More >>

Creating
Anchor Standard 1: Generating and conceptualizing ideas.
Anchor Standard 2: Organizing and developing ideas.
Anchor Standard 3: Refining and completing products.

Performing/ Presenting/ Producing
Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.
Anchor Standard 5: Selecting, analyzing and interpreting work.
Anchor Standard 6: Conveying meaning through art.

Responding
Anchor Standard 7: Perceiving and relating knowledge and personal experiences to create products.
Anchor Standard 8: Applying criteria to evaluate products.
Anchor Standard 9: Interpreting intent and meaning.

Connecting
Anchor Standard 10: Synthesizing and relating ideas and works within societal, cultural, and historical contexts to deepen understanding.
NCAS Conceptual Framework
2020 NJSLS for the Arts Introduction
NCAS Model Cornerstone Assessments
NCAS Student Artworks
NCAS Resources

NATIONAL CORE ARTS STANDARDS

Resources
NCAP Conceptual Framework
The Status of Arts Standards in the United States Since 2014
NCAP2: Annotated Standards
Rationale: The Conceptual Framework: What Is Arts Education?
Getting Started: The National Core Arts Standards
NCAP2: Philosophical Foundations - Learning Goals
STEM and the Role of the Arts in STEM
A Shared Endorsement Statement Regarding Arts Education for America’s Students
Arts Education Essentials: A United Statement

Introduction to the Standards
Introduction to the Dance PK-12 Performance Standards
Introduction to the Visual Arts PK-12 Performance Standards
Introduction to the Music PK-12 Performance Standards
Introduction to the Theatre PK-12 Performance Standards

Explaining the Standards: Need to Know New
Volume I: Philosophy, Philosophical Foundations and Linking State
Volume II: Issue 1: Unpacking the NCAP Conceptual Framework
Volume II: Issue 2: Adapting Processes
Volume II: Issue 3: Other Standards
Volume II: Issue 4: Performance Standards
Volume II: Issue 5: Essential Questions and Enduring Understandings
Volume II: Issue 6: Essential Components
Volume II: Issue 7: Model Comprehensive Assessments
Volume II: Issue 8: Support for Exceptional Students
Volume II: Issue 9: Curriculum Development
Volume II: Issue 10: Other Resources for Arts Education

College Board Research
Arts and Common Core
Arts and Common Core Phase II
Child Development Report
PDF Report
College Expectations Report
State and Media Arts Reporting
International Standards

Opportunity to Learn Standards
Music Opportunity to Learn Standards
Visual Arts Opportunity to Learn Standards
Dance Opportunity to Learn Standards
Theatre Opportunity to Learn Standards
Arts Education and Social Emotional Learning Framework
New Jersey’s Arts Integration Think & Do Workbook

Second Edition, July 2020
## Practice Comparison Chart

<table>
<thead>
<tr>
<th>Practice Area</th>
<th>Standards for Mathematical Practices</th>
<th>Science and Engineering Practices</th>
<th>English Language Arts*</th>
<th>Social Studies Practices</th>
<th>Health &amp; Physical Education*</th>
<th>World Languages*</th>
<th>Computer Science and Design Thinking</th>
<th>Career Readiness, Life Literacies, &amp; Key Skills*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting and generating data</td>
<td>Understanding and explaining data analysis and modeling</td>
<td>Asking questions for scientific and engineering investigations</td>
<td>Developing questions and planning inquiry</td>
<td>Developing data analysis and thinking</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Organizing and developing ideas</td>
<td>Reasoning about and evaluating data</td>
<td>Developing and testing models</td>
<td>Gathering and evaluating evidence</td>
<td>Developing and testing hypotheses</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Defining and solving problems</td>
<td>Constructing viable arguments and critiquing the reasoning of others</td>
<td>Planning and conducting research and investigating</td>
<td>Developing plans and using evidence</td>
<td>Developing plans and using evidence</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Developing and applying technical and mathematical models</td>
<td>Modeling and analyzing data</td>
<td>Selecting data and using models</td>
<td>Testing and refining computational models</td>
<td>Using scientific and engineering practices</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Selecting, analyzing, and interpreting data</td>
<td>Selecting data and using models</td>
<td>Evaluating and interpreting data</td>
<td>Selecting data and using models</td>
<td>Using scientific and engineering practices</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Comparing and identifying trends</td>
<td>Comprehending, comparing, and interpreting data</td>
<td>Communicating clearly and effectively</td>
<td>Communicating clearly and effectively</td>
<td>Using scientific and engineering practices</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Reasoning and analyzing products</td>
<td>Comparing and identifying trends</td>
<td>Communicating about comparing and analyzing data</td>
<td>Communicating about comparing and analyzing data</td>
<td>Using scientific and engineering practices</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Analyzing data to support claims and arguments</td>
<td>Reasoning and analyzing products</td>
<td>Engaging in critical thinking</td>
<td>Engaging in critical thinking</td>
<td>Using scientific and engineering practices</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Interpreting results and analyzing data</td>
<td>Analyzing data to support claims and arguments</td>
<td>Recognizing patterns and trends</td>
<td>Recognizing patterns and trends</td>
<td>Using scientific and engineering practices</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Synthesizing and understanding data and evidence</td>
<td>Interpreting results and analyzing data</td>
<td>Taking informed action</td>
<td>Taking informed action</td>
<td>Using scientific and engineering practices</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
<tr>
<td>Relating ethical, social, and cultural issues to data and evidence</td>
<td>Synthesizing and understanding data and evidence</td>
<td>Cultures</td>
<td>Cultures</td>
<td>Using scientific and engineering practices</td>
<td>Using scientific and engineering practices</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
<td>Developing computational thinking</td>
</tr>
</tbody>
</table>

*The practices of the K-12 English Language Arts standards are included. The practices of the K-12 Science standards and the K-12 Social Studies standards are not included.

**The practices of the K-12 Mathematics standards are included.**
Creative Teaching Strategies

**Active:** Students construct their own meanings through a creative process.

**Experiential:** Students engage in authentic, hands-on, real-world experiences.

**Collaborative:** Students work together and learn from their peers.

**Problem Solving:** Students ask questions, investigate, and use a variety of resources to find solutions.

**Evolving:** Students revisit and revise ideas and create work to increase depth of understanding and skill in both the artistic and non-arts content areas.

**Reflective:** Students have time and space to synthesize previous knowledge and experiences and to increase understanding.
Creative Practices

★ Four fundamental creative practices: imagination, investigation, construction, & reflection

★ Multiple contexts

★ These metacognitive activities nurture the effective work habits of curiosity, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfers to the many diverse aspects of learning and life in the 21st century
21st Century Skills Map: The Arts

The Partnership advocates for the integration of 21st Century Skills into K-12 education so that students can advance their learning in core academic subjects.

The Partnership has forged alliances with key national organizations that represent the core academic subjects, including Social Studies, English, Math, Science, Geography and the Arts. As a result of these collaborations, the Partnership has developed this map to illustrate the intersection between 21st Century Skills and the Arts. The maps will enable educators, administrators, and policymakers to gain concrete examples of how 21st Century Skills can be integrated into core subjects.
Model Curriculum » Home
Visual Performing Arts (K-12)

Course Overviews (Standards Into Units)

Dance | Music | Theatre | Visual Art

Introduction
The visual and performing arts writers have developed five units to assist educators in implementing the New Jersey Student Learning Standards for the visual and performing arts, including dance, music, theatre, and visual art. They are available here for your review and feedback. The department will use your responses to inform the work as we continue to develop and revise student learning objectives (SLOs) and design assessments to measure the SLOs.

As you review these documents, please refer to the New Jersey Student Learning Standards for the Visual & Performing Arts. This first version of the model curriculum includes the following:
New Jersey’s Professional Arts Organizations

Art Administrators of New Jersey
ArtsEdNJ
Art Educators of New Jersey
Dance New Jersey
Music Educators Association of New Jersey
SEL4NJ
Speech & Theatre Association of New Jersey
New Jersey Principals & Supervisors Association/FEA
New Jersey School Boards Association
New Jersey State Council on the Arts
National Professional Arts Organizations

Americans for the Arts
Arts Ed Search
Arts Education Partnership
Educational Theatre Association
National Arts Education Association
National Association for Music Education
National Dance Education Organization
National Coalition for Core Arts Standards
National Endowment for the Arts
State Education Agency Directors for Arts Education
Coming Soon: 2020 NJSLS for the Arts - Appendices
What are the practical implications of implementing new Arts Standards?

★ Designing new curriculum: Ensuring continuity and developmentally appropriate progressions of learning, K-12

What does and aligned curriculum look like from the perspectives of rigor, depth, breadth and coherence?

★ A shift in assessment

Need to focus on developing competencies in the artistic processes of creating, performing, responding, & connecting. Teaching students how to “think like an artist,” not only master a skill or complete a project. Comprehensive and performance-based assessments.

★ Certification

Media Arts
Dance & Theatre, K-8
Designing a Sequential, Standards-Based Program of Study in the Arts

★ By the end of 5th grade, all students should be able to communicate with basic literacy in each of the five arts disciplines.

★ Beginning in 6th grade, student learning in the arts is driven by specialization, with students choosing one of the five arts disciplines.

★ By the end of 8th grade, students are expected to communicate with competency in their self-selected arts discipline.

★ By the end of 12th grade, students are expected to communicate with proficiency in one or more arts disciplines of their choice.
What Can I Do Now?

★ Build awareness of the 2020 NJSLS document
★ Gain a full understanding of the mission and vision
★ Analyze core ideas (learning progressions) and practices
★ Unpack the standards and consider implications for vertical articulation
★ Consider real-world applications; Identify relevant local and global issues
★ Make connections to students’ interests and passions
★ Investigate culturally relevant and sustaining approaches and resources
★ Link to SEL competencies
★ Examine the concepts to identify opportunities for interdisciplinary connections
Defining Your Purpose

★ Guiding Questions
★ Why study the arts? What is it about the arts that makes the experience valuable to students, to education, to a community, to a nation?
★ What “arts learnings” do we want students to take with them through their life?
★ What does it mean to be “artistically literate?”

★ Define Your Purpose
★ Who do you serve?
★ Where do you do it?
★ What do you do?
★ Why do you do it?
★ How will this make a change for the better?
★ What does success look like?
SOAR to Meaningful Curriculum

★ What makes you unique?
★ What opportunities can you leverage?
★ What does the future look like?
★ How will you know when you’ve achieved your desired results?
How Do I Start Designing Curriculum?

**Unpack the Standards**
- Break the standard down into smaller parts
- Make it easier to understand
- A bit tedious - but worth the effort

**The Unpacking Process:**
- Unpack
- Design Performance Tasks
- Write ‘I Can’ Statements
- Draft Assessment Tools
- Build Units - Plan Lessons
<table>
<thead>
<tr>
<th>Unpack</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unpack</strong></td>
</tr>
<tr>
<td><strong>Performance Tasks</strong></td>
</tr>
<tr>
<td><strong>Compose</strong> ideas for melodies based on characteristic(s) of music or text(s) studied in rehearsal.</td>
</tr>
<tr>
<td><strong>Compose</strong> ideas for rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</td>
</tr>
<tr>
<td><strong>Improvise</strong> ideas for melodies based on characteristic(s) of music or text(s) studied in rehearsal.</td>
</tr>
<tr>
<td><strong>Improvise</strong> ideas for rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</td>
</tr>
</tbody>
</table>
Unpack

<table>
<thead>
<tr>
<th>Course</th>
<th>General Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s)</td>
<td>4th grade</td>
</tr>
<tr>
<td>Process</td>
<td>Respond</td>
</tr>
<tr>
<td>Anchor Standard</td>
<td>Apply criteria to evaluate artistic work</td>
</tr>
<tr>
<td>Enduring Understanding</td>
<td>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</td>
</tr>
<tr>
<td>Essential Question(s)</td>
<td>How do we judge the quality of musical work(s) and performance(s)?</td>
</tr>
<tr>
<td>Components</td>
<td>Unpacked</td>
</tr>
</tbody>
</table>

**MU:Re9.1.4a Evaluate**

- Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.
- Evaluate musical works applying established criteria and explain appropriateness to the context.
- Evaluate performances applying established criteria and explain appropriateness to the context.
### Design Performance Tasks

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level(s)</th>
<th>Band</th>
<th>Anchor Standard 1</th>
<th>Enduring Understanding</th>
<th>Essential Question(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Cr1.LE.5a</strong></td>
<td><strong>Novice – 6th Band</strong></td>
<td><strong>Imagin</strong></td>
<td><strong>Generate and conceptualize artistic ideas and work.</strong></td>
<td><strong>The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</strong></td>
<td><strong>Unpacked</strong></td>
</tr>
</tbody>
</table>

**Composing and Improvising**

- **Unpacked**
  - **Compose and improve melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.**
  - **Compose rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.**
  - **Improvise melodic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.**
  - **Improvise rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.**

**Performance Tasks**

- **Students compose melodies based on specific characteristics or guidelines.**
- **Students improvise melodies based on specific characteristics or guidelines.**
- **Students compose rhythms based on specific characteristics or guidelines.**
- **Students improvise rhythms based on specific characteristics or guidelines.**

**I Can Statements**

- Performance Tasks
- Assessment Tools (rubrics/checklists etc.)
# Write ‘I Can’ Statements

<table>
<thead>
<tr>
<th>MU:Re7.1.E.5a</th>
<th>Select</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</td>
<td>Identify reasons for selecting music based on characteristics** found in the music.**</td>
<td>I can explain why I picked a piece based on specific characteristics.</td>
</tr>
<tr>
<td>Identify reasons for selecting music based on connection to interest.</td>
<td>Identify reasons for selecting music based on interest.</td>
<td>I can explain why I picked a piece based on my interests.</td>
</tr>
<tr>
<td>Identify reasons for selecting music based on purpose or context.</td>
<td>Identify reasons for selecting music based on the purpose or context.</td>
<td>I can explain why I picked a piece based on how the music is used.</td>
</tr>
</tbody>
</table>
Explore the new standards in relation to one of your lesson plans:

1. Choose an already-created lesson plan
2. Decide which Artistic Process(es) the plan objectives would fall into
3. Use Essential Questions and Enduring Understandings to narrow it down
4. Find a 2020 NJSLS that applies
Answer these questions:

1. Does looking at this plan through the lens of the 2020 NJSLS in the Arts change how you think about it?
2. How might you adapt or adjust the lesson objective to better align with the standards?
3. How might this lesson have been different if you planned with the standard from the beginning?
What professional learning is needed for instructional leaders?

- Understanding paradigm and instructional shifts
- Supporting school leaders in developing transition plans to implement new NJSLS
- Designing curricula using 2020 NJSLS that will meet QSAC expectations (K-12)
- Creating relevant, real world learning experiences using the new NJSLS
- Understanding funding needs and opportunities
- Understanding facilities and materials requirements
- Understanding scheduling options
- Building partnerships to support implementation of 2020 NJSLS
- Making interdisciplinary connections with 2020 NJSLS
- Supervising without content expertise
Acknowledgements

2020 NJSLS Arts Writing Team

Dale Schmid  SEADAE; Independent Researcher; VPA Coordinator, NJDOE (retired)

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Ellen Hargrove  Visual Art Teacher, Haddon Township Schools; Past-President Art Educators of NJ

Deborah Cella  Lead Teacher, Fine and Performing Arts, Glen Rock High School
Are unicorns real?

Or any other questions?
3... 2... 1...

3... Discoveries or important facts

2... Interesting or new ideas

1... Question, thought, or personal insight

...and done!
Thank you! Good luck!

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