An Introduction to the 2020 New Jersey Student Learning Standards and Vision for Arts Teaching and Learning in New Jersey’s Schools

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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

Agenda:
★ The why behind the standards
★ How are the standards organized?
★ Breakout Groups
★ What can I do now?
What is a standard?

**standard**

/nˈstændərd/
noun
1. a level of quality or attainment:
   "their restaurant offers a high standard of service"
   synonym: quality, level, grade, caliber, merit, excellence
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"
   synonym: normal, usual, typical, stock, common, ordinary, customary,
   conventional, wonted, established, well established, settled, set, fixed, traditional, prevailing
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><strong>Communication</strong></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><strong>Creative Personal Realization</strong></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><strong>Culture, History, and Other Connections</strong></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><strong>Wellbeing</strong></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>
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<tr>
<td><strong>Community Engagement</strong></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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<tr>
<td>Year</td>
<td>Event</td>
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<tr>
<td>2014</td>
<td>Standards Review Committee recommends to the NJ State BOE the revisions be postponed pending the release of NCAS</td>
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<td>2015</td>
<td>National Core Arts Standards released</td>
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<tr>
<td>2016</td>
<td>Standards Revision Committee meets and decides to adapt NCAS; drafts new NJSLS for Visual &amp; Performing Arts, mission &amp; vision, introduction</td>
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<tr>
<td>2017</td>
<td>Pause for politics (Gubernatorial election)</td>
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<tr>
<td>2019</td>
<td>Writing Tems Coalesce behind NJDOE vision; bias and perception training and reflection; review and revise standards, introduction, add appendices</td>
</tr>
<tr>
<td>2020</td>
<td>NJ State BOE approval process: adopted June 3, 2020</td>
</tr>
<tr>
<td>2021-2022</td>
<td>Districts must be in compliance with curriculum reflecting new NJSLS</td>
</tr>
</tbody>
</table>
### What’s Different and What’s Alike?

<table>
<thead>
<tr>
<th>NCAS</th>
<th>NJSLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Driven by four Artistic Processes (creating, performing, responding, connecting)</td>
<td>★ No changes made to the Artistic Processes</td>
</tr>
<tr>
<td>★ Common Anchor Standards across five arts disciplines</td>
<td>★ Modest modification of Anchor Standards (Artistic Practices)</td>
</tr>
<tr>
<td>★ Media Arts as an independent arts discipline</td>
<td>★ Grade-bands rather than grade-level</td>
</tr>
<tr>
<td>★ K-12 Grade-level delineation and levels of proficiency via Performance Standards</td>
<td>★ Refinement of NCAS language</td>
</tr>
<tr>
<td>★ Instructional Resources (e.g., Model Cornerstone Assessments)</td>
<td>★ No MCAs (Defer to NCAS)</td>
</tr>
<tr>
<td>★ Organized under the umbrella of big ideas, supported by EQs &amp; EUs</td>
<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>
<td>★</td>
</tr>
</tbody>
</table>
Artistic Processes

Old NJSLS
★ The Creative Process
★ History of Arts & Culture
★ Performance
★ Aesthetic Response & Critique Methodologies

2020 NJSLS
★ Creating
★ Connecting
★ Performing
★ Responding
2020 NJSLS in the Arts: Mission

★ 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.
2020 NJSLS in the Arts: Vision

★ 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 2020 NJSLS in the Arts are Designed to
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
Framework Design

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

ARTS ED NJ
Many Partners. One Voice.

Common

Common

Discipline Specific
First Design Feature

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.
**Responding**

**Anchor Standards**

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
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

**Standard 1: Generating and conceptualizing ideas**

**Anchor Standard**: What happens when theatre artists use their imagination and their learnt theatre skills while engaging in creative exploration and inquiry?

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>HS Proficient</th>
<th>HS Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.4.2.GS</strong></td>
<td>1.4.5.GS</td>
<td></td>
</tr>
<tr>
<td><strong>B.4.8.GS</strong></td>
<td>1.4.11ac.GS</td>
<td></td>
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</tbody>
</table>

- **B.4.2.GS**: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- **B.4.5.GS**: Create rules, 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.4.8.GS**: Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.
- **1.4.11ac.GS**: Research to construct ideas about the visual composition of devised or scripted theatre work.

**Standard 2: Imagining, envisioning, and visualizing**

- **B.4.3.GS**: Collaborate with peers to conceptualize props, costumes, and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
- **B.4.4.GS**: Imagine, articulate, and design ideas for costumes, props, and sets that support the story, given circumstances, and characters in a drama/theatre work.
- **B.4.5.GS**: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
- **1.4.11ac.GS**: Explore the impact of technology on design choices in devised or scripted theatre work.

**Standard 3: Designing, creating, and constructing**

- **B.4.6.GS**: Identify ways in which voice, gestures, movement, and sounds may be used to create or retell a story in a guided drama experience (e.g., process drama, story drama, creative drama).
- **B.4.7.GS**: Imagining how a character’s inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and give circumstances in drama/theatre work.
- **B.4.8.GS**: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
- **1.4.11ac.GS**: Use script analysis to generate ideas about a character that is believable and authentic.

**Standard 4: Reflecting, analyzing, and evaluating**

- **B.4.9.GS**: Use personal experiences and knowledge to develop a character that is believable and authentic.
- **B.4.10.GS**: Integrate dramatical analysis with personal experiences to create a character that is believable and authentic.
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.
<table>
<thead>
<tr>
<th>3.4.3.OG</th>
<th>3.4.5.OG</th>
<th>4.4.8.OG</th>
<th>5.4.12.1.OG</th>
<th>H3 Accomplished</th>
<th>H3 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).</td>
<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 imagined stories in a drama/theatre work.</td>
<td>a. Identify, explore, and imagine multiple solutions and strategies in staging problems in a theatrical work.</td>
<td>a. Research to construct ideas about the visual composition of devised or adapted theatre work.</td>
<td>a. Investigate historical and cultural conventions and their impact on the visual composition of devised or adapted theatre work.</td>
<td>a. Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or adapted theatre work.</td>
</tr>
<tr>
<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>
<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>
<td>b. Identify, imagine, and practice solving multiple design/technical challenges of a performance space in a theatrical work.</td>
<td>b. Explore the impact of technology on design choices in devised or adapted theatre work.</td>
<td>b. Understand and apply technology to design choices for devised or adapted theatre work.</td>
<td>b. Create a complete design for devised or adapted theatre work that incorporates multiple elements of technology.</td>
</tr>
<tr>
<td>c. Identify ways in which voice, gestures, movements, and sounds help to establish roles or reinact a story in guided drama experiences (e.g., process drama, story drama, creative drama).</td>
<td>c. Imagine how a character’s inner thoughts impact their actions and motivations to determine how characters might move and speak to support the story and given circumstances in a theatrical work.</td>
<td>c. Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</td>
<td>c. Use script analysis to generate ideas about a character that is believable and authentic.</td>
<td>c. Use personal experiences and knowledge to develop a character that is believable and authentic.</td>
<td>c. Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.</td>
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<tr>
<td>Instructional Resources: Process Components</td>
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<tr>
<td><strong>Dance</strong></td>
<td><strong>Media Arts</strong></td>
<td><strong>Music</strong></td>
<td><strong>Theatre</strong></td>
<td><strong>Visual Arts</strong></td>
<td></td>
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<tr>
<td>Creating</td>
<td>★ Explore</td>
<td>★ Conceive</td>
<td>★ Imagine</td>
<td>★ Imagine, Envision</td>
<td>★ Explore</td>
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<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, Continue</td>
</tr>
<tr>
<td>Performing</td>
<td>★ Embody, Execute</td>
<td>★ Integrate</td>
<td>★ Rehearse, Evaluate, Refine</td>
<td>★ Establish, Analyze</td>
<td>★ Select</td>
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<tr>
<td></td>
<td>★ Express</td>
<td>★ Practice</td>
<td>★ Select, Analyze, Interpret</td>
<td>★ Choose, Rehearse</td>
<td>★ Analyze</td>
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<tr>
<td></td>
<td>★ Present</td>
<td>★ Present</td>
<td>★ Present</td>
<td>★ Share</td>
<td>★ Share</td>
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<td>Responding</td>
<td>★ Analyze</td>
<td>★ Perceive</td>
<td>★ Select, Analyze</td>
<td>★ Examine, Discern</td>
<td>★ Perceive</td>
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<td>★ Critique</td>
<td>★ Evaluate</td>
<td>★ Evaluate</td>
<td>★ Critique</td>
<td>★ Analyze</td>
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<td>★ Interpret</td>
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<td>★ Interpret</td>
<td>★ Interpret</td>
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<td>Connecting</td>
<td>★ Synthesize</td>
<td>★ Synthesize</td>
<td>★ Interconnect</td>
<td>★ Incorporate</td>
<td>★ Synthesize</td>
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<td></td>
<td>★ Relate</td>
<td>★ Relate</td>
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<td>★ Affect, Expand</td>
<td>★ Relate</td>
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## Know the Code

<table>
<thead>
<tr>
<th>1</th>
<th>4</th>
<th>8</th>
<th>Cn</th>
<th>10</th>
<th>a</th>
</tr>
</thead>
<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>
<td>By the end of grade...</td>
<td>Cr - Creating</td>
<td>1</td>
<td>a</td>
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<td></td>
<td>2 - Media Arts</td>
<td></td>
<td>Pr - Performing</td>
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<td>3A - Gen. Music</td>
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<td>Re - Responding</td>
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<td>3B - Music Comp. &amp; Theory</td>
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<td>Cn - Connecting</td>
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<td></td>
<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>8</td>
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<td>5 - Visual Arts</td>
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<td>11</td>
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</tbody>
</table>

By the end of grade...

Cr - Creating
Pr - Performing
Re - Responding
Cn - Connecting
High School Proficiency

★ 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

★ 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
★ What (more) do you need to know about these standards to use them effectively?

★ How will these standards change your curriculum and instructional practices?

★ What supports are needed to implement these new standards with fidelity?

★ Why is it important that similar concepts are described between arts disciplines?
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>Course</th>
<th>Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s)</td>
<td>Intermediate - 7th and 8th Grade</td>
</tr>
<tr>
<td>Process</td>
<td>Creating</td>
</tr>
<tr>
<td>Anchor Standard 1</td>
<td>Generate and conceptualize artistic ideas and work.</td>
</tr>
<tr>
<td>Enduring Understanding</td>
<td>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</td>
</tr>
<tr>
<td>Essential Question(s)</td>
<td>How do musicians generate creative ideas?</td>
</tr>
</tbody>
</table>

**ELAR.5.L.6.8s**

**Imagine**

Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

<table>
<thead>
<tr>
<th>Unpacked</th>
<th>Performance Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpacked</td>
<td></td>
</tr>
<tr>
<td>Compose ideas for melodies based on characteristic(s) of music or text(s) studied in rehearsal.</td>
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<tr>
<td>Compose ideas for rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</td>
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<tr>
<td>Improve ideas for melodies based on characteristic(s) of music or text(s) studied in rehearsal.</td>
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<tr>
<td>Improve ideas for rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</td>
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<tr>
<td>Course</td>
<td>General Music</td>
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</tr>
<tr>
<td>Grade Level(s)</td>
<td>4th grade</td>
</tr>
<tr>
<td>Process</td>
<td>Respond</td>
</tr>
</tbody>
</table>

**Anchor Standard 9**: Apply criteria to evaluate artistic work

**Enduring Understanding**: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question(s)**: How do we judge the quality of musical work(s) and performance(s)?

**Components**

<table>
<thead>
<tr>
<th>MU:Re9.1.4a Evaluate</th>
<th>Unpacked</th>
<th>Performance Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</td>
<td>Evaluate musical works applying established criteria and explain appropriateness to the context.</td>
<td>Evaluate performances applying established criteria and explain appropriateness to the context.</td>
</tr>
</tbody>
</table>

**Unpack**
## Design Performance Tasks

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level(s)</th>
<th>Process</th>
<th>Anchor Standard 1</th>
<th>Enduring Understanding</th>
<th>Essential Question(s)</th>
<th>Components</th>
<th>Unpacked</th>
<th>Performance Tasks</th>
<th>I Can Statements</th>
<th>Assessment Tools (rubrics/checklists etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notice - 6th Band</td>
<td>Creating</td>
<td>Generate and conceptualize artistic ideas and work.</td>
<td>The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</td>
<td>How do musicians generate and conceptualize their ideas?</td>
<td>MU:Cr1.1.E.5a</td>
<td>Imagine</td>
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<td></td>
<td></td>
<td></td>
<td>MU:Cr1.1.E.5a</td>
<td></td>
<td>Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</td>
<td>Compose melodic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</td>
<td>Students compose melodies based on specific characteristics or guidelines.</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>MU:Cr1.1.E.5a</td>
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<td>Students compose rhythms based on specific characteristics or guidelines.</td>
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<td></td>
<td></td>
<td></td>
<td>MU:Cr1.1.E.5a</td>
<td></td>
<td>Improvise rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</td>
<td>Improvise rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</td>
<td>Students improvise rhythms based on specific characteristics or guidelines.</td>
</tr>
</tbody>
</table>
Write ‘I Can’ Statements

<table>
<thead>
<tr>
<th>Course</th>
<th>Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level(s)</td>
<td>Novice - 6th Band</td>
</tr>
<tr>
<td>Process</td>
<td>Respond</td>
</tr>
</tbody>
</table>

**Anchor Standard:** Perceive and analyze artistic work.

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question(s):** How do individuals choose music?

**Components:** Unpacked

---

**MU:Re7.1.E.5a**

**Select:**

- Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
  - Identify reasons for selecting music based on characteristics found in the music.
  - Identify reasons for selecting music based on connection to interest.
  - Identify reasons for selecting music based on purpose or context.

**Performance Tasks:**

- Students identify reasons for selecting music based on specific characteristics.
- Students identify reasons for selecting music based on interest.
- Students identify reasons for selecting music based on the purpose or context.

**I Can Statements:**

- I can explain why I picked a piece based on specific characteristics.
- I can explain why I picked a piece based on my interests.
- I can explain why I picked a piece based on how the music is used.
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
Lesson Plan Review Reflection

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!

jeffrey.santoro@ww-p.org

kerri.sullivan@bridgeton.k12.nj.us
Learn About The Standards

Introduction To The New Standards
The New Jersey Student Learning Standards in Visual and Performing Arts (NSLS-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/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 analyzing products.
Anchor Standard 8: Applying criteria to evaluate products.
Anchor Standard 9: Interpreting intent and meaning.

Connecting
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
National Core Arts Standards:
A Conceptual Framework for Arts Learning

CONTENTS
Framework: Understanding and Using the Core Arts Standards .................. 2
The Context for Arts Education ................................................................. 3
The Essential Questions ............................................................................. 5
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Section II: Establishing Principles and Informing the Work .................... 13
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Section IV: Conducting Thought: National Core Arts Standards for America’s Students .............................................................. 21
2020 NJSLS for the Arts Introduction
NCAS Model Cornerstone Assessments
NCAS Student Artworks
NCAS Resources

Resources
- NCAS Conceptual Framework
- The State of the Arts Standards Revision in the United States Since 2014 (Click here for print-friendly version)
- NCAS Author Standards
- Listing of all Four Core Arts Standards
- NCAS Professional Development - Lifelong Goals
- STEAM and the Role of the Arts in STEM
- A Shared Endless Statement Regarding Arts Education for America's Students
- Arts Education is Essential: 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 Theatre PK-12 Performance Standards
- Introduction to the Music PK-12 Performance Standards

Exploring the Standards: What to Know
- Volume 1: Prologue Philosophical Foundations and Lifelong Goals
- Volume 1: Issue 1: Unveiling the NCAS Conceptual Frameworks
- Volume 1: Issue 2: Artist Processes
- Volume 1: Issue 3: Anchor Standards
- Volume 1: Issue 4: Performance Standards
- Volume 1: Issue 5: Essential Questions and Enduring Understandings
- Volume 1: Issue 6: Process Components
- Volume 1: Issue 7: Master Criterion Assessments
- Volume 2: Issue 1: Support for Implementing Standards
- Volume 2: Issue 2: Curriculum Development
- Volume 2: Issue 3: Online Resource for Arts Education

College Board Research
- Arts and Human Value
- Arts and Common Core Path 2
- Course Development Report
- CCR Report
- College Expectations Report
- StateArtsMedia Arts Report
- International Standards

Opportunity-To-Learn Standards
- Art Opportunity-to-Learn Standards
- Visual Arts Opportunity-to-Learn Standards
- Dance Opportunity-to-Learn Standards
- Theater Opportunity-to-Learn Standards
| Area Anchor Standards | Standards for Mathematical Practices | Science and Engineering Practices | English Language Arts | Social Studies Practices | Health & Physical Education* | World Languages* | Computer Science and Design Thinking | Career Readiness, Life Literacies, & Key Skills*
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<tbody>
<tr>
<td>Developing and applying core ideas</td>
<td>Make sense of problems and persevere in solving them</td>
<td>Asking questions that science and engineering students are asked</td>
<td>Developing questions and planning inquiry</td>
<td>Recognizing and defining computational problems</td>
<td>Demonstrating creativity and innovation</td>
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<tr>
<td>Designing and developing the process</td>
<td>Reason abstractly and quantitatively</td>
<td>Developing and using models</td>
<td>Gathering and evaluating evidence</td>
<td>Developing and using evidence</td>
<td>Utilizing inquiry to make sense of problems and persevere in solving them</td>
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<tr>
<td>Refining and completing products</td>
<td>Construct viable arguments and critique the reasoning of others</td>
<td>Developing and evaluating evidence</td>
<td>Developing claims and using evidence</td>
<td>Creating computational artifacts</td>
<td>Utilizing inquiry to make sense of problems and persevere in solving them</td>
<td></td>
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<tr>
<td>Developing and applying technical and procedural skills related to the design process</td>
<td>Model with mathematics</td>
<td>Analyzing and interpreting data</td>
<td>Reading diverse perspectives</td>
<td>Using visualizations and computer simulations</td>
<td>Working productively in teams and contributing to ongoing and multiple Conferences</td>
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<tr>
<td>Selecting and using appropriate tools</td>
<td>Use appropriate tools strategically</td>
<td>Using mathematics and computational thinking</td>
<td>Reasoning logically and clearly</td>
<td>Communicate and communicate about computing and design</td>
<td>Communicate about computing and design</td>
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<tr>
<td>Presenting and communicating understanding</td>
<td>Attend to precision</td>
<td>Communicating arguments and explanations</td>
<td>Reasoning logically and clearly</td>
<td>Communicate and communicate about computing and design</td>
<td>Communicate about computing and design</td>
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<tr>
<td>Assessing and analyzing products</td>
<td>Look for and make use of structure</td>
<td>Engaging in argument from evidence</td>
<td>Communicating clearly and effectively</td>
<td>Communicate and communicate about computing and design</td>
<td>Communicate about computing and design</td>
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</tr>
<tr>
<td>Applying integrated knowledge and thinking</td>
<td>Look for and express regularity in repeated reasoning</td>
<td>Engaging in civic discourse and protecting our democracy</td>
<td>Communicating clearly and effectively</td>
<td>Communicate and communicate about computing and design</td>
<td>Communicate about computing and design</td>
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<tr>
<td>Interpreting and communicating personal perspectives and social experiences</td>
<td>Taking informed action</td>
<td>Acting as responsible and contributing members of society</td>
<td>Communicate and communicate about computing and design</td>
<td>Communicate about computing and design</td>
<td>Communicate about computing and design</td>
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<tr>
<td>Making ethical and aesthetic judgments in design and making</td>
<td>Cultures</td>
<td>Examining and exploring the interplay between design and making</td>
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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
Model Curriculum
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
ARTS ED NJ
Many Partners. One Voice.

Protect ARTS ED NOW!
ARTS EDUCATION POSTERS SOCIAL EMOTIONAL LEARNING

Social Emotional Learning (SEL) is critical to build and wrap around the academic and social-emotional needs of students. When students feel safe, supported, and valued in their classrooms, they are more engaged and focused on learning. Arts education is known to improve SEL.

Did You Know?

Protect ARTS ED NOW!
MAKING THE CASE FOR THE VALUE OF ARTS EDUCATION

Arts Education is essential for students' emotional, social, and intellectual development. It helps to develop creativity, critical thinking, and problem-solving skills.

School Budget Process Guide

GET ACTIVE at
ArtsEdNow.org

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Get active at ArtsEdNow.org

NJ Students & Teachers Need You Voting
Get active at ArtsEdNow.org

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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