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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District Supervisor of the Arts, K-12, Bridgeton Public Schools
Exploring the New Jersey Student Learning Standards in the Visual & Performing Arts

LET’S EXPLORE

• Revision Process
• Mission and Vision
• Structure
• Interactive Website
• SEL Connections
Arts Connection
Exploring the New Jersey Student Learning Standards in the Visual & Performing Arts

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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”? 

New Jersey
Student Learning Standards
Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts
Focus group met to discuss and make recommendations to the NJ State Board of Education regarding the future iteration of NJCCCS for the Visual & Performing Arts

January 2014

Revised arts standards were presented to the NJ State Board of Education

December 2019

Standards adopted by the NJ State Board of Education

June 2020

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

ARTS ED NJ
Many Partners. One Voice.

NJPSAFEA
Artistic Processes

are the way the brain and body make art and define the link between art making and the learner.
What are the implications?
Exploring the New Jersey Student Learning Standards in the Visual & Performing Arts

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2020 New Jersey Student Learning Standards
Visual and Performing Arts
Introduction to the New Standards

Visual and Performing Arts
Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which is essential to prepare New Jersey students for post-secondary success.

The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

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.

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 cognitive 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.

The New Jersey Student Learning Standards for Visual and Performing Arts standards (NJSLS-VP) 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
INTRODUCTION TO THE NEW STANDARDS

- The 2020 NJSLS are designed to promote lifelong artistic literacy and fluency

- 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

- 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 (dance, music, theatre, visual arts, & media arts)
The NJSLS-VPA were created to ensure that all students are able to communicate with basic literacy in each of the five arts disciplines by the end of grade 5 by using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner.

Beginning in grade 6, student learning in the arts is driven by specialization, with students choosing one of the five arts disciplines based on interest, aptitudes, and career aspirations.

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

By the end of grade 12, students are expected to communicate with proficiency in one or more arts disciplines of their choice.
Exploring the New Jersey Student Learning Standards in the Visual & Performing Arts

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- Revision Process
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- Structure
- Interactive Website
- SEL Connections
ARTISTIC PROCESSES

- Creating
- Performing/Presenting/Producing
- Responding
- Connecting
ANCHOR STANDARDS

Creating

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

New Jersey
Student Learning Standards
Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts
Performing/Presenting/Producing

- 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.
ANCHOR STANDARDS

Responding

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

New Jersey
Student Learning Standards
Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts
ANCHOR STANDARDS

Connecting

- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
- Synthesize and relate knowledge and personal experience to make art.
ENDURING UNDERSTANDING

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><strong>PRACTICES</strong></th>
<th><strong>DANCE</strong></th>
<th><strong>MUSIC</strong></th>
<th><strong>THEATRE</strong></th>
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<tbody>
<tr>
<td><strong>Creating:</strong></td>
<td>- Explore&lt;br&gt;- Plan&lt;br&gt;- Revise</td>
<td>- Explore&lt;br&gt;- Plan, Make&lt;br&gt;- Evaluate, Refine</td>
<td>- Explore&lt;br&gt;- Envision&lt;br&gt;- Plan, Construct&lt;br&gt;- Evaluate, Clarify, Realize</td>
<td>- Explore&lt;br&gt;- Investigate&lt;br&gt;- Reflect, Refine, Continue</td>
<td>- Conceive&lt;br&gt;- Develop&lt;br&gt;- Construct</td>
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<tr>
<td><strong>Performing:</strong></td>
<td>- Embody, Execute&lt;br&gt;- Express&lt;br&gt;- Present</td>
<td>- Rehearse, Evaluate, Refine&lt;br&gt;- Select, Analyze, Interpret&lt;br&gt;- Present</td>
<td>- Establish, Analyze&lt;br&gt;- Choose, Rehearse&lt;br&gt;- Share</td>
<td>- Select&lt;br&gt;- Analyze&lt;br&gt;- Share</td>
<td>- Integrate&lt;br&gt;- Practice&lt;br&gt;- Present</td>
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<td><strong>Responding:</strong></td>
<td>- Analyze&lt;br&gt;- Critique&lt;br&gt;- Interpret</td>
<td>- Select, Analyze&lt;br&gt;- Evaluate&lt;br&gt;- Interpret</td>
<td>- Examine, Discern&lt;br&gt;- Critique&lt;br&gt;- Interpret</td>
<td>- Perceive&lt;br&gt;- Analyze&lt;br&gt;- Interpret</td>
<td>- Perceive&lt;br&gt;- Evaluate&lt;br&gt;- Interpret</td>
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<td><strong>Connecting:</strong></td>
<td>- Synthesize&lt;br&gt;- Relate</td>
<td>- Interconnect</td>
<td>- Incorporate&lt;br&gt;- Affect, Expand</td>
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## OVERVIEW OF ARTISTIC DISCIPLINES

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<th>Discipline</th>
<th>Standards &amp; Bands</th>
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<tr>
<td>Music</td>
<td>5 Strands of Standards</td>
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<tr>
<td>Dance</td>
<td>Grade Bands:</td>
</tr>
<tr>
<td></td>
<td>2nd</td>
</tr>
<tr>
<td>Theatre</td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>8th</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>HS Proficient</td>
</tr>
<tr>
<td></td>
<td>HS Accomplished</td>
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<tr>
<td>Media Arts</td>
<td>HS Advanced</td>
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OVERVIEW OF ARTISTIC DISCIPLINES

New Jersey
Student Learning Standards
Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts
# OVERVIEW OF ARTISTIC DISCIPLINES

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Grades/Levels</th>
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<tbody>
<tr>
<td>Music (general)</td>
<td>2nd, 5th, 8th</td>
</tr>
<tr>
<td>Ensembles</td>
<td>5 Levels: Novice, Intermediate, Proficient, Accomplished, Advanced</td>
</tr>
<tr>
<td>Harmonizing Instruments</td>
<td>5 Levels: Novice, Intermediate, Proficient, Accomplished, Advanced</td>
</tr>
<tr>
<td>Composition &amp; Theory</td>
<td>3 HS Levels: Proficient, Accomplished, Advanced</td>
</tr>
<tr>
<td>Technology</td>
<td>3 HS Levels: Proficient, Accomplished, Advanced</td>
</tr>
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**New Jersey**

Student Learning Standards

Visual and Performing Arts

Dance, Music, Theatre, Visual and Media Arts
Exploring the New Jersey Student Learning Standards in the Visual & Performing Arts

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Reflection & Discussion
Exploring the New Jersey Student Learning Standards in the Visual & Performing Arts

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“Arts Educators often address different aspects of the SEL in their everyday practice either through individual or across multiple competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making).”
SEL Competencies
Self-Awareness
Self-Management
Social Awareness
Responsible Decision-Making
Relationship Skills

Artistic Process
Creating
Performing/Presenting/Producing
Responding
Connecting
Five Social Emotional Learning Competencies
### Practices

<table>
<thead>
<tr>
<th>Dance</th>
<th>Music</th>
<th>Theatre</th>
<th>Visual Art</th>
<th>Media Arts</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Realize</td>
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### CREATE

**Generate and conceptualize artistic ideas and work.**

**CONSOLIDATED EU:**
Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.

**CONSOLIDATED EQ:**
How do artists generate creative ideas?

**Organize and develop artistic ideas and work.**

**CONSOLIDATED EU:**
Artists organize and develop creative ideas by balancing what is known with what is new.

**CONSOLIDATED EQ:**
How do artists make creative decisions?

**Refine and complete artistic ideas and work.**

**CONSOLIDATED EU:**
Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.

**CONSOLIDATED EQ:**
How do artists use a critique process and reflection to refine work and decide if it’s ready to be shared?

### Self-Awareness

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>01</td>
<td>Recognize one’s feelings and thoughts</td>
</tr>
</tbody>
</table>

**EU:** One’s feelings, thoughts, personal traits, strengths and challenges influence the creative process.

**EQ:** Recognizing the impact of one’s feelings and thoughts on the creative process.

| 02 | Recognize the impact of one’s feelings and thoughts on one’s own behavior |

**EU:** Recognizing the impact of one’s feelings and thoughts on the creative process.

**EQ:** How does the awareness of one’s strengths, challenges, feelings, and thoughts influence the generation of creative ideas?

| 03 | Recognize one’s personal traits, strengths, and limitations |

**EU:** Artists organize and develop creative ideas while recognizing the impact of one’s personal traits, strengths and challenges.

**EQ:** How does the recognition of one’s personal traits, strengths and challenges influence the creative process?

| 04 | Recognize the importance of self-confidence in handling daily tasks and challenges |

**EU:** Refinement of artistic work is an iterative process that takes time, discipline, self-confidence, and collaboration.

**EQ:** How does self-confidence in handling daily tasks and challenges inform the process of refining and completing a work of art?
Learn About The Standards

- **Cr** (Creating)
  - Anchor Standard 1: Generating and organizing ideas
  - Anchor Standard 2: Developing and refining products
  - Anchor Standard 3: Refining and completing products

- **Pr** (Performing/Presenting/Producing)
  - Anchor Standard 1: Enhancing and analyzing productions
  - Anchor Standard 2: Evaluating products
  - Anchor Standard 3: Interpreting intent and meaning

- **Re** (Responding)
  - Anchor Standard 1: Synthesizing and relating knowledge and personal experiences to create products
  - Anchor Standard 2: Synthesizing and interpreting works
  - Anchor Standard 3: Interpreting intent and meaning

- **Cn** (Connecting)
  - Anchor Standard 1: Synthesizing and relating knowledge and personal experiences to create products
  - Anchor Standard 2: Synthesizing and interpreting works
  - Anchor Standard 3: Interpreting intent and meaning

Browse The Handbooks

- **VPA Student Learning Standards**
- **Arts & SEL Framework**
- **Advocacy Resources**
- **Resources & Reports**
“Artistic SEL rooted in culturally relevant practices will prepare students to think critically and creatively when addressing challenges; model multiple ways to envision solutions; offer constructive pathways for healing when faced with trauma; and build students’ aptitude to regard and express joy, curiosity, and wonder.”

Source:
Heart of the Arts Brief
June 2021
COMPETENCY BUILDING

SELF ➔ IDENTITY

OTHERS ➔ BELONGING

DECISIONS ➔ AGENCY

Source: Heart of the Arts Brief
May 2021
EMBEDDING THE FRAMEWORK

“The Framework is a tool that can help educators shape learning experiences and ensure that specific social emotional skills are intentionally being addressed at a developmentally appropriate level, thereby enriching and deepening the arts learning.”

Source: Heart of the Arts Brief
July 2021

Sample Lesson Plan Template Utilizing the Framework

Lesson Outline 1: 2nd grade, Theatre

<table>
<thead>
<tr>
<th>Arts Standard/Performance Expectation:</th>
<th>TH:Cr1.1.2.b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-Band SEL Competency:</td>
<td>Relationship Skills: Utilize “active listening” skills.</td>
</tr>
<tr>
<td>Student Learning Objective:</td>
<td>Students are learning to employ active listening skills while they collaborate to visualize scenery pieces for a story drama. OR I can show my classmates that I am listening to them while we work together to imagine the setting of our story drama.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Observation: Active listening (e.g., building rapport, eye contact, nodding, asking relevant questions, avoiding interrupting, verbal affirmations). AND Performance Task: Contributing to the collective envisioning of scenery for the story drama.</td>
</tr>
<tr>
<td>Essential Question:</td>
<td>Theatre: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? Arts &amp; SEL: How do social skills, social norms, and maintaining healthy relationships influence the creative process?</td>
</tr>
</tbody>
</table>
Embedding SEL Into the Arts Classroom

In this lesson, students created kinesthetic drawings based on five very different songs in terms of tempo, style, and emotional response. Seeing the students move with the music as they drew and made specific choices in the crayons they would use tied to their emotional response was a powerful experience. And, it’s not just about listening and drawing. The true connections between SEL, Music, and Visual Art in this lesson occurred when the students explained their choices (REFLECTION). Their discussions included various elements of music that they heard, the emotions that they felt, and various elements of visual art through the lines and colors they chose. This highly effective, authentic lesson can also be adapted for other arts disciplines. Students could show their emotional response through movement (dance) and/or improvisation (theatre).

Student Examples of Kinesthetic Drawings

Discussing and Analysis: Students answer to discussion prompts connecting their emotional response to the music and how that inspires their visual art creations.

Performance Task: Create kinesthetic drawings while actively listening to five pieces of music in contrasting styles and with 5 different emotional responses.

Source:
Heart of the Arts Brief
August 2021
Closing Reflection
STAY CONNECTED!

DOWNLOAD THE APP

Get Social!

@ARTSEDNJ
Resources:

https://njartsstandards.org/
https://artsedsel.org/
https://selarts.org/

Archived Recording and Slides from 6.10.21
https://www.youtube.com/watch?v=qa7Jnej_j6Y
THANK YOU!