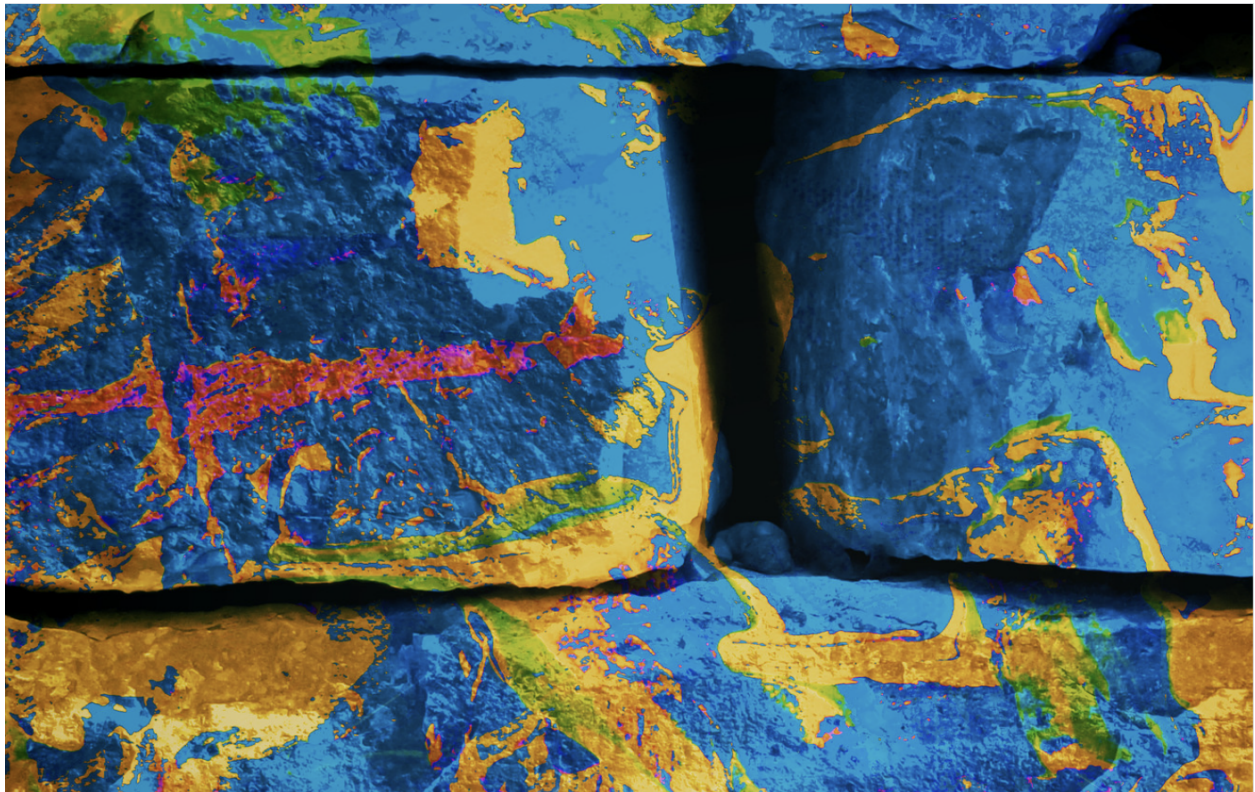


NATIONAL CORE ARTS STANDARDS



National Coalition for **CORE ARTS** Standards



N2KN Prologue - Issue #3 - History and Development of the 2014 Arts Standards

History and Context of the 2014 National Core Arts Standards

In 2009 several national trends emerged which made it clear that the time was ripe for the revision of national voluntary standards in the arts. Among these were:

- Revision of other content standards (English Language Arts, Math and Science)
- Additional research in arts education
- Increased use of technology – in the arts for both creation and instruction
- Need to capture best practice from state revisions since 1994
- Nationwide acceptance of the importance of creativity, critical thinking, communication and collaboration to a vital workforce

“Reconceptualization of standards” – Jay Tucker, SEADAE, Maryland Department of Education

It was clear that what was needed was not just a revision but a total reconceptualization of the standards which would meet the challenges for arts educators of the day. The new set of standards were envisioned as a web-based set of documents easily available to all which would allow for robust curricular design and flexibility while providing a clear set of learning targets to facilitate measuring student learning in the arts. The format and design of this new set of standards would reposition the way in which the field interacted with standards and assessments.

Key Moments in Arts Standards Development

Date	Event
February 2008	Infrastructure Building- multiple meetings to forge a coalition among national arts education leaders to envision reconceptualization of arts standards
March 2010	A special convening of SEADAE (State Education Agency Directors of Arts Education) at Omni Shoreham, Washington DC A vote to support “Reconceptualization of the Standards”
May 2010 Council of Chief State School Officers, Washington, DC	SEADAE led gathering- many partners – education and arts Consensus among arts leaders to revise Development of an action plan and a timeline

	Partner members committed to a working coalition
January 2011 College Board, New York City	Survey of SEADAErs (December 2010) shared with NCCAS partners – College Board. Naming of the coalition; determination to move forward with NCCAS and revision work SEADAE meeting at VH1 Save the Music Foundation, New York City
October 2011 Phoenix, AZ	SEADAE + NCCAS meetings Selection of writing team members All who applied = vetted by their SEADAE representative Writing team chairs in place; adding media arts as a subject area
January 2012 College Board, Reston	Conceptual Framework mainly completed. SEADAE copyright holder for the standards on behalf of the coalition Determined to take on standards writing + model cornerstone assessment creation
June 2012 Reston, VA	First meeting of writing teams. College Board hosted and paid for teams to meet. First of three in-person meetings of teams. YA comes on board to help craft a web-based set of standards
March 2013 Virtual meeting	First review of draft standards. 1,000s participated in the three public reviews. Also worked with “friends and family” on reviews throughout the process
June 2014 New York	Release of the standards. 1000 people participated in virtual release hosted by SEADAErs Lynn Tuttle and Marcia McCaffrey

Why It Matters to You

The 2014 standards represent a philosophical shift in mindset from Product/Content based instruction to a Pedagogical/Process oriented instruction paradigm. The standards are designed

to be evergreen, web-based, and include learning targets as well as project based- evidence of student learning.

The standards were developed with an equity mindset. Access, equity and inclusion were intentional objectives of the work.

Arts educators were actively engaged in the process of developing and vetting standards while they were in draft form. Feedback from practicing teachers guided the final formulation.

Things to Consider

- Many voices were intentionally included in the process of standard development from content organizations to individual teachers.
- The 2014 National Arts Standards were intentionally created as web based products as an “evergreen” process to allow for ease of future changes and/or revisions.
- A study of the history of the development of the standards points to a transparent, inclusive process which forms a consensus model for collaborative processes which may be applied to standards and curriculum projects everywhere.

Reflection Questions

- How might the standards writing process serve as a model for standards revision and development?
- Why is a collaborative, transparent process important to projects such as these?
- How might current thinking inform the next iteration of the standards?
- What are the advantages of using technology and digital products to create an “evergreen” set of standards?

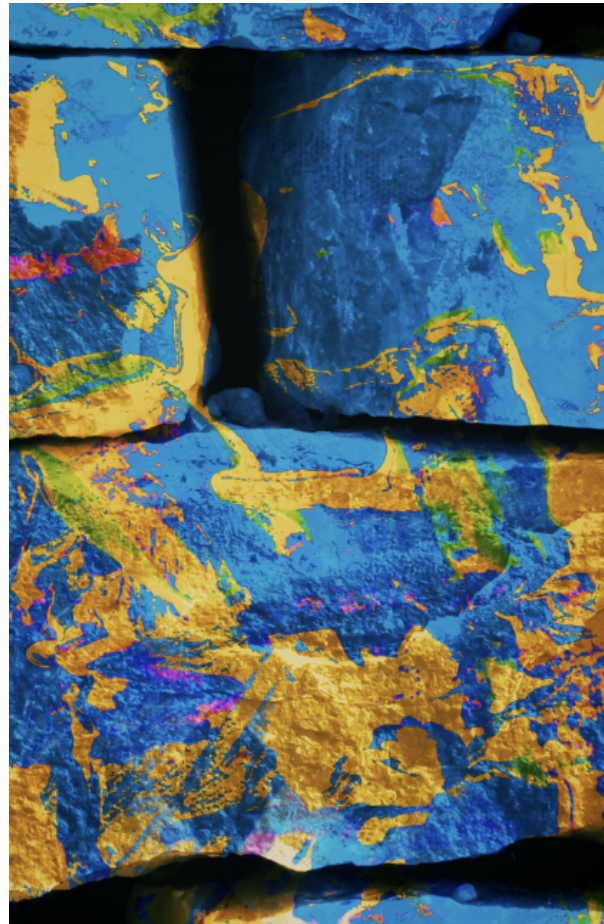
Resources for Attending to Access

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Every student should have access to instruction in all art forms, which should be represented within the curricula of every school across the nation, and students should develop competence in all four Artistic Processes through instruction in each art form. [Opportunity to Learn standards](#) help encourage equitable delivery of arts education by outlining the resources necessary for students to succeed, illustrating a continuum of programming, allowing for program review, and articulating the basis for a comprehensive arts education.

In addition, the National Core Arts Standards website provides guidance on attending to the instructional needs of all learners with resources for teaching [exceptional children](#). Additional resources may be found on the The National Association for Gifted Children website; which offers a [Position Statement](#) on Arts Education for Gifted and Talented Students.

Recommended Actions You Can Take

- Utilize the interactivity of the National Arts Standards at www.nationalartsstandards.org by creating a custom handbook of standards materials which might inform your practice.
- Explore the rich resources found on the standards website including models of assessment, glossary, student work samples and more.
- Contact the [National Coalition for Core Arts](http://www.nationalartsstandards.org) standards to learn how you can support standards work.
- Advocate for standards based arts education by signing the pledge at www.artsareeducation.org.
- Consider a formal partnership with the [National Coalition for Core Arts Standards](http://www.nationalartsstandards.org) by submitting a request to be a partner.



Links

- National Coalition for Core Arts Standards
Website home for the National Core Arts Standards in dance, media arts, music, theatre and visual arts.
www.nationalartsstandards.org
- American Alliance for Theatre & Education
<http://www.aate.com/core-arts-standards>
- Educational Theatre Association
<https://www.schooltheatre.org/advocacy/standardsresources>
- National Art Education Association
<https://www.arteducators.org/learn-tools/national-visual-arts-standards>
- National Dance Education Organization
http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=185206

- National Association for Music Education
- <https://nafme.org/my-classroom/standards/>
- State Education Agency Directors of Arts Education- Professional Development Courses
<https://www.seadae.org/>
- Young Audiences
<http://www.youngaudiences.org/why-arts/national-core-arts-standards-faq>

