

# NATIONAL CORE ARTS STANDARDS



## **N2KN: Need to Know Now**

**Volume I-2018: Issue 3    Anchor Standards**

## In what ways do Anchor Standards unite arts disciplines?

The National Core Arts Standards (NCAS) were released by the National Coalition for Core Arts Standards (NCCAS) in June 2014. This new set of standards differ from the 1994 standards in several ways, notably, organization into four artistic processes: Create, Perform/Present/Produce, Respond, and Connect. *N2KN: Need to Know Now Volume 1-2018 Issue 2* described the artistic processes as the cognitive and physical actions by which arts learning and making are realized, and how they form the umbrella which encompass the entire body of standards across all five art forms and are articulated in eleven Anchor Standards. This issue of *N2KN* details the purpose of the anchor standards within the 2014 standards.

The eleven anchor standards are a unifying element across the arts disciplines that describe the artistically literacy that students should demonstrate throughout their education. These are not to be confused with the discipline-specific performance standards which express individual measurable goals for learning in Dance, Media Arts, Music, Theatre and Visual Arts. Collectively, the inclusion of the anchor standards creates a cohesive and aligned system that allows for both commonality across the disciplines and specificity within each discipline, therefore establishing the appropriate level of breadth and depth required for national standards.

## Why It Matters to You

- It is important to understand the structure of the standards in order to use them effectively. The eleven anchor standards provide arts educators the opportunity to have shared conversations around agreed upon artistic concepts among the five arts and other disciplines.
- Anchor standards offer a powerful advocacy tool that can help generate support for high quality arts programming in all arts disciplines.
- Anchor standards provide an entry point for those with little arts experience to understand learning in the arts.

## Things to Consider

- There are 11 anchor standards in the new arts standards: 3 anchor standards describe learning in Creating, Performing/Presenting/Producing and Responding while the artistic process Connecting has two anchors.

Creating	Performing/Presenting Producing	Responding	Connecting
#1 Generate and conceptualize artistic ideas and work. #2 Organize and develop artistic ideas and work. #3 Refine and complete artistic work.	#4 Select, analyze and interpret artistic work for presentation. #5 Develop and refine artistic techniques and work for presentation. #6 Convey meaning through the presentation of artistic work.	#7 Perceive and Analyze artistic work. #8 Interpret intent and meaning in artistic work. #9 Apply criteria to evaluate artistic work.	#10 Synthesize and relate knowledge and personal experiences to make art. #11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- The anchor standards describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.

### Reflection Questions

- How can the anchor standards connect the arts and other disciplines?
- Why is it important that similar concepts are described between arts disciplines?
- In what ways are the artistic processes and anchor standards articulated differently from discipline to discipline?

### 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 quality 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 National Association for Gifted Children website; which offers a Position Statement on Arts Education for Gifted and Talented Students.

<p><b>Recommended Actions You Can Take</b></p> <ul style="list-style-type: none"> <li>• Ensure that the artistic processes and anchor standards are all represented in arts education programs. Provide opportunities for students to Create, Perform/Present/Produce, Respond and Connect in all arts disciplines.</li> <li>• Provide support to arts educators and teaching artists who may need professional learning around the structure of the new standards and their implementation in classrooms and learning settings.</li> <li>• Ensure that school leaders are familiar with the new standards and recognize the relationship between the anchor standards,</li> </ul>	<p><b>Anchor</b> <i>noun, often attributive</i> an-chor \ ˈɑŋ-kər \</p> <ol style="list-style-type: none"> <li>1. Any device that holds something else secure.</li> <li>2. Anything that gives or seems to give stability or security.</li> </ol>
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the artistic processes, and the grade by grade discipline-specific performance standards.

- Support the use of the new standards in pre-service and in-service learning opportunities so new teachers are well versed and prepared to use the standards.
- Advocate for state and federally funded arts education programs to align their work in schools to the new standards.
- Provide professional learning opportunities to discuss the anchor standards and share strategies for arts how educators across instructional levels and arts disciplines address them in their programs.

Webster's New World  
Dictionary  
College Edition- 1968

## Links

Useful Resources:

- American Alliance for Theatre & Education- <http://www.aate.com/core-arts-standards>
- College Board-  
<http://media.collegeboard.com/digitalServices/pdf/arts/arts-at-the-core-brochure-2012.pdf>
- 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](http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=185206)
- National Association for Gifted Children-  
<https://www.nagc.org/sites/default/files/Position%20Statement/Arts%20Education%20and%20Gifted%20and%20Talented%20Students.pdf>
- National Association for Music Education- <https://nafme.org/my-classroom/standards/>
- State Education Agency Directors of Arts Education-  
[https://www.pepperpd.com/courses-list?subject\\_id=ARTS&grade\\_id=all&author\\_id=SEADAE](https://www.pepperpd.com/courses-list?subject_id=ARTS&grade_id=all&author_id=SEADAE)
- Young Audiences-  
<http://www.youngaudiences.org/why-arts/national-core-arts-standards-faq>

