NATIONALCORE ARTSSTANDARDS

NCCAS
National Coalition for CORE ARTS Standards

N2KN: Need to Know Now

How Can the NCAS *Conceptual Framework* be Unpacked?

The National Core Arts Standards (NCAS) were released by the National Coalition for Core Arts Standards (NCCAS) in June 2014. In order to fully understand this re-conceptualized set of standards, the coalition crafted a framework document. Comprehensive in nature, the 27 page document provides in depth context, content and structure for the standards. This brief provides an overview of the [framework](#) available on the NCCAS website.

Why It Matters to You

How is this different than 20 years ago?

Teachers should have an in depth knowledge of how these standards are different from the Standards for Visual and Performing Arts common to the field for the last 20 years.

What kinds of supports are needed to implement the new standards?

District staff and PD providers should provide instructional supports common to the standards at the anchor level and specific to each discipline at the performance level.

School leaders should be able to effectively monitor the implementation of the standards in classrooms and to be able to provide timely and meaningful feedback to teachers and students as they engage in standards based instruction.

Cultural and community partners should align their work with national standards for the arts and specific state adopted or adapted iterations.

Things to Consider

- The National Core Arts Standards are conceptual in nature, based on artistic processes, and provide the structure to support literacy in Dance, Media Arts, Music, Theatre and Visual Arts over the course of a lifetime.
- Stated Philosophical Foundations and Lifelong Learning Expectations frame learning in the arts beyond school experiences to work and life experiences.
- The 2014 set of arts standards are linked by 11 overarching anchor standards unified by 4 artistic processes: Create, Perform/Present/Produce, Respond and Connect. Enduring Understandings and Essential Questions further describe critical learning targets.
- Measurable student outcomes are evident in discipline specific grade level and proficiency performance standards.
- Model Cornerstone Assessments, created by standards writers provide assessment evidence to illustrate attainment of desired learning. Student work samples have been collected and vetted to benchmark student progress toward the standards.
- All this information and more is available on the National Core Arts Standards website [www.nationalartsstandards.org.](http://www.nationalartsstandards.org) The database is searchable through the Customize Your Own Handbook feature at the bottom of the page.

Reflection Questions

- Why create new standards for the Visual & Performing Arts?
- What philosophical beliefs became the basis for this iteration of arts learning?
- In what ways are the new standards alike and different from the original set of arts standards developed in 1994?
- What do I need to know about these standards to use them effectively?
- In what ways do the new standards promote artistic literacy and learning in the arts for a lifetime?
- What additional tools in curriculum, instruction and assessment are available to support my teaching and learning?

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 children with a range of abilities and needs. 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.

Recommended Actions You Can Take

- Engage stakeholders in understanding and using the arts standards. These stakeholders may include but may not be limited to teachers, parents, school leadership, community and cultural partners, institutions of higher education, arts councils, arts advocacy organizations, school board members and legislators.
- Leverage opportunities for learning in and through the arts.
- Utilize NCCAS resources to support the implementation of the standards.

"In education what is chosen for assessment signals what is valued."

A Conceptual Framework for Arts Education

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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
- 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- Professional Development Courses
  https://www.pepperpd.com/courses-list?subject_id=ARTS&grade_id=all&author_id=SEAD
  AE
- Young Audiences-
  http://www.youngaudiences.org/why-arts/national-core-arts-standards-faq

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