

**CONNECTICUT STATE BOARD OF EDUCATION
HARTFORD**

TO: State Board of Education
FROM: Dr. Dianna R. Wentzell, Commissioner of Education
DATE: September 7, 2016
SUBJECT: Introduction to New Connecticut Arts Standards

Executive Summary

Introduction

As more rigorous academic standards were adopted across disciplines, arts educators across the country began to review arts standards and explore how the arts can further contribute to students' college and career readiness. In the summer of 2014, the National Coalition of Core Arts Standards released the new National Core Arts Standards (NCAS). The coalition was a volunteer group made up of 10 associations including the College Board.

Since the release of the new NCAS, the Connecticut State Department of Education (CSDE) has actively engaged stakeholders in the review of the standards. The process began with a group of arts stakeholders who reviewed the standards and then carefully crafted a position statement to address relevant guidelines for implementing the new NCAS in Connecticut, if adopted.

History/Background

In the summer of 2015, a panel comprised of 59 members representing dance, media arts, music, theatre and visual arts; novice and retired teachers; and educational and community artists from urban, suburban and rural perspectives worked collectively to complete a crosswalk of the 1998 Connecticut Arts Curriculum Framework and the new NCAS. Review teams engaged in a thorough crosswalking process that included both individual and group review. It became evident that the major shift in the standards was going from a skills-based approach to a concept-based approach. A team of reviewers then created an introductory arts standards presentation that concluded with a seven-question survey eliciting stakeholder feedback. Since September 17, 2015, presentations have occurred statewide providing close to 600 completed surveys. Additionally, other review team members synthesized the collected feedback to draft a Position Statement on the Implementation of the Connecticut Arts Standards. Stakeholders had the opportunity to comment on the draft which was made available publicly on the CSDE Web site March 1-24, 2016. Also, in the summer of 2016, targeted stakeholder feedback was solicited through a webinar designed for parents, as well as another webinar designed specifically for local board of education members.

The Position Statement on the Implementation of the Connecticut Arts Standards is comprised of two components. The first includes Connecticut's definition of artistic literacy, as well as considerations for implementation across all arts disciplines (dance, media arts, music, theatre, visual arts). The second component provides guidelines for various stakeholders to support the implementation of the Connecticut Arts Standards. The Position Statement on the Implementation of the Connecticut Arts Standards represents the combined efforts and feedback of all parties involved.

Recommendation

Adoption of these standards will provide a blueprint for Connecticut students to attain artistic literacy. The CSDE Academic Office presented the new Connecticut Arts Standards at the January 28, 2016 and June 23, 2016 Academic Standards and Assessment Committee meetings. The CSDE, along with the Academic Standards and Assessment Committee, recommend the State Board of Education adopt the Connecticut Arts Standards and the Position Statement on the Implementation of the Connecticut Arts Standards.

Next Steps

In order to ensure that the CSDE continues to provide equity and excellence in education inclusive of the arts for all Connecticut students, stakeholders recommend that an additional position statement be drafted in the coming years outlining overarching beliefs and guidelines about arts learning, both in arts education and arts integration along with the arts connection to Science, Technology, Engineering and Mathematics (STEM).

The CSDE will continue to collaborate with the Regional Education Service Centers on the newly formed Arts Learning Councils to ensure that accessible professional development on the new Connecticut Arts Standards reaches all districts. Additionally, the CSDE will leverage conference presentation opportunities, as well as online resources creating webinars and videos.

Prepared by:
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CONNECTICUT STATE BOARD OF EDUCATION
Hartford

Proposed Position Statement on the Implementation of the Connecticut Arts Standards
July 1, 2016

“The arts' position in the school curriculum symbolizes to the young what adults believe is important.”
(Elliot W. Eisner)

Introduction

The Connecticut State Board of Education (CSBE) believes that arts learning should occur through education focused on the whole child in order to promote artistically-literate citizens well equipped with the creativity, communication, and critical thinking skills needed to live rich, meaningful lives. The CSBE further believes that all Connecticut public schools must provide for challenging and rigorous programs of study in the arts across all grade levels. As such, Connecticut recommends fully adopting the National Core Arts Standards in its online platform as the Connecticut Arts Standards. The web-based platform allows Connecticut educators to create a customizable handbook with selected relevant standards, while also providing access to national tools and resources. This position statement articulates the lens through which to view the national standards and provides guidance for implementation across the State of Connecticut.

Goal: Artistic Literacy for All Students in Connecticut

The Connecticut Arts Standards set the guidelines for schools, districts, teachers and communities to develop artistically literate citizens. An artistically literate citizen has the knowledge, skills, and understanding to actively engage in the arts throughout their lives. This citizen has practice in processes unique to each of the five art's disciplines: dance, media arts, music, theatre and visual arts. Although each arts' discipline shares common goals written as anchor standards, the approach for each needs to include the development of discipline-specific techniques and skills through the artistic processes of creating, performing/producing/presenting, responding, and connecting. The creation of art remains central as students focus on imagining, investigating, constructing, and reflecting on the world and their relationship to it. Engaging the arts in such a way allows individuals to develop and eventually attain their true creative potential while fostering a deeper understanding of what binds us together as human beings artistically, culturally, socially, and emotionally. Artistic literacy cultivates the crucial skills necessary for student success as Connecticut looks towards its social and economic future.

Implementing the Connecticut Arts Standards

The CSBE recommends local districts adopt the online platform and tools as presented on the National Core Arts Standards Web site located at <http://www.nationalartsstandards.org/>. As educators build programming around these standards, it is important for all stakeholders in Connecticut to consider the following:

- The National Coalition of Core Arts Standards carefully crafted 11 common anchor standards that are the same for each of the five arts disciplines. Each artistic discipline has foundational knowledge and skills integrated throughout these standards. Each of the 11 standards has varied weight or importance in each arts discipline; therefore it is important for districts to consider this when writing curriculum in each discipline.
- The National Core Arts Standards have been written using a method of backwards design process called Understanding by Design (UbD) (Grant Wiggins and Jay McTighe, 2005). Though districts need not use UbD when writing curriculum in Connecticut, it is important for curriculum

writers to note the framework. In the standards, enduring understandings and essential questions connect the anchor standards to the process components. Local districts do not have to adopt these enduring understandings and essential questions as a part of their curriculum. However, they may serve as a resource when writing curriculum.

- The Model Cornerstone Assessments included in the National Core Arts Standards serve as a resource for Connecticut arts educators in creating assessments and establishing benchmarks of student work aligned with individual district needs.
- The Connecticut Arts Standards are to be used in the writing and implementation of strong, local curriculum across the state, keeping in mind that arts standards are intended to promote creativity.
- The Connecticut State Department of Education (CSDE) will collect and develop resources to support rigorous implementation of the Connecticut Arts Standards. Resources will include, but not be limited to: samples of model curriculum and lesson plans, sample Student Learning Objectives, glossaries, exit standards, connections to Common Core State Standards, student work samples, and guidance in the understanding and writing of essential questions and enduring understandings.
- As Connecticut districts look toward implementing the Connecticut Arts Standards, state funded professional development opportunities during the initial rollout years will provide teachers with the support to embed skills-based instruction within the framework of conceptual thinking.
- The four artistic processes of creating, performing/presenting/producing, responding, and connecting are grounded in the in-depth experiences of the “making” and “doing” inherent in the arts. It should be noted that each process need not be present in every lesson or unit. These processes should be incorporated cyclically to ensure each student experiences them at some time in the arts classroom.
- The breadth of goals and skills acquired is directly correlated with the number and type of resources provided at the school level. Each district will determine the vertical alignment of the 11 anchor standards with consideration given to available resources such as student time on task in the arts, number of arts staff, funding, available adequate classroom space, equipment, and other determining factors.
- The Connecticut Arts Standards allow for artistic mediums and styles yet to be envisioned. As society evolves and changes, forms of expression through the arts change and evolve as well. The standards allow for curriculum to include these new forms of expression.
- District administrators, particularly those evaluating arts educators, need to have a deep understanding of artistic processes and the ways they present themselves in classroom settings in order to provide supportive and valuable feedback. Administrators without this understanding should seek professional learning opportunities in order to best meet the needs of their arts staff in the evaluative process.

Excellence in Arts Programs

The following outlines essential criteria for the building of high-quality arts programs.

- A comprehensive arts education provides experiences in each of the five artistic subjects (dance, media arts, music, theatre and visual arts) in a balanced and sequential manner that is vertically aligned and explores each area through the lens of the artistic processes of creating, performing/presenting/producing, responding and connecting.
- Student time in arts classes should reflect that the arts are an indispensable and integral part of a complete, competitive education for Connecticut’s students.
- All students should have access to a quality arts education regardless of demographic reference group, school setting (urban, suburban or rural) or district configuration.

- Arts educators should have access to the materials and equipment needed to adequately deliver arts instruction for tomorrow's citizens.
- One of the core artistic processes is presenting/performing/producing. For this standard to "live" in our school districts as it should, dedicated arts spaces for arts classes, displays, concerts, performances, theater/dance productions and digital production should be made available to students and educators.
- An important component of the Connecticut Arts Standards is the inclusion of five distinct art forms (dance, media arts, music, theatre, and visual arts) centered around 11 common anchor standards. This collaborative view across all of the arts disciplines provides common language that can be shared and understood among the various stakeholders in schools, community, and the public in general. These common anchor standards give a new and unique lens that will serve to empower us as we move towards the incorporation of these standards.
- Students with learning differences should have equal opportunities to participate in the arts. There is a resource on the National Core Arts Standards Web site that addresses this topic through the Universal Design Model.
- Students who are English learners should have equal opportunities to participate in the arts. The arts offer a unique outlet for personal expression that transcends the spoken and written word, and assist students in English language literacy while allowing them to be "fluent" in their ability to communicate their ideas.

Discipline-Specific Considerations

Dance

- Along with certified dance educators teaching dance courses, dance is often embedded in the music or physical education curriculum, but not addressed as a unique arts discipline. Local districts should outline where dance opportunities are available to students throughout their K-12 experience, engaging all stakeholders in the curriculum writing process.
- Dance instruction requires a sequentially developed, guided kinesthetic skill set that recognizes the body as an instrument.
- Consideration should be given to how English learners and other students with particular needs can reach developmental milestones through dance.

Media Arts

- Because media arts encompasses multiple areas of expertise, it is important that each district develop an understanding of this newly identified arts discipline.
- Local districts should outline where media arts opportunities are available to students throughout their K-12 experience.
- Media arts encompasses multiple areas of expertise including, but not limited to: animation, cinema, video and film, digital sound design and production, imaging design, interactive design, virtual design, game design, photography, digital photography, and graphic design. Because all of these areas are connected to aesthetics and foundational skills, they should be firmly maintained in the arts standards. As College Board states ". . . they do not stand alone or fit into another category (technology education, for example)."
- All district stakeholders in media arts should have a voice in the curriculum writing process emphasizing the role of media literacy and technology for our students today.

Music

- Music ensembles naturally have a greater emphasis on the artistic process of performing. That said, creating, responding, and connecting should also be included in the curriculum for these groups. Though the balance will lean toward performance due to course time constraints, a

curriculum that touches on all of these processes will provide a richer level of understanding for our music students.

- Music classes provide natural pathways for inclusion of special education students. When a regular music classroom cannot serve as the least restrictive environment, adaptive music classes for high needs special education students should be considered as part of the music educator's schedule along with professional development to prepare teachers for adaptive classrooms.
- Music educators should be aware of the wide array of differences in the identities and communities of their students. Educators should be equally aware of their own identity and community bias to promote teaching perspectives that are culturally inclusive.

Theatre

- Along with certified theatre educators teaching theatre courses, theatre opportunities for students oftentimes emerge within other disciplines such as English language arts or music. Local districts should outline where theatre opportunities are available to students districtwide and engage all stakeholders in the curriculum writing process.
- Curriculum in theatre education consists of rigorous units of study to provide students with strong foundational skills. Districts should be aware that staging productions without prior theatre instruction does not promote the building of strong foundational skills.
- Drama can have a profound impact on literacy development and inclusion of drama in early childhood education is an opportunity to meet standards in both the Connecticut Arts Standards and the Connecticut Core Standards in literacy.

Visual Arts

- When writing visual arts curriculum, it is important there is a connection to foundational skills and knowledge using the elements and principles of design.
- "Curating" and "sharing across time and culture" are new additions to the national standards. When implementing this in a curriculum, consider the need for an awareness or understanding of how to explore this best.
- The act of creating art can also be considered a response to a prompt. The artistic process of responding can include written, aural and visual creations.
- Maintaining a balance between self-expression and the role of the audience is important in the development of visual arts curriculum.

Closing Statement

Active engagement in the artistic processes as defined by the Connecticut Arts Standards allows students to develop and realize their own creative potential while acquiring lifelong skills in creative thinking, social and emotional awareness, collaborative work, effective communication, logical reasoning, and meta-cognition. These skills and experiences have been identified as key characteristics for lifelong learners and have a powerful and positive effect far beyond the arts experience.

The arts have a unique ability to communicate the ideas and emotions of the human spirit. They connect to our history, culture, traditions and heritage. They are an essential part of what it means to be a human being, and enhance our ability to express ideas and emotions. The goal of CSBE is to develop students who are artistically literate, and the effective implementation of the Connecticut Arts Standards is a key component of doing so. To that end, the following policy guidance is recommended to support the use of the Connecticut Arts Standards in developing artistic literacy.

Proposed Policy Guidance for Position Statement on the Implementation of the Connecticut Arts Standards

The Connecticut State Board of Education, in its 2016 *Position Statement on the Implementation of the Connecticut Arts Standards*, calls for arts learning that supports the whole child by creating artistically-literate citizens well equipped with the creativity, communication, and critical thinking skills needed to live rich, meaningful lives. The following guidelines are recommended to support the implementation of the Connecticut Arts Standards in our schools:

Department of Education's Responsibilities

- Support and promote an equity of arts learning, opportunities, and resources for all students in Connecticut.
- Provide a vision and policy for Prekindergarten through Grade 12 arts learning aligned with college-entry requirements inclusive of recommended resources for achieving high standards in the arts.
- Provide ongoing, in-depth professional learning on the Connecticut Arts Standards for all Connecticut arts educators.
- Recognize and disseminate relevant resources: high-quality curriculum from a sampling of diverse districts; sample lesson plans; information on evaluating arts educators; research on best practices regarding artistic-literacy instruction; and other educator resources unique to Connecticut.
- Ensure arts educators hold the appropriate certificate for their assignment.
- Provide guidance on implementing the standards associated with the new art form of media arts.
- Partner with the community, higher-education institutions, businesses, and industries to develop the whole child with a focus on arts learning.

School Districts' Responsibilities:

- Ensure equity of arts learning, opportunities, and resources for all students in the district.
- Develop or select district-level curriculum for all five arts disciplines.
- Implement high-quality sequential arts curriculum, instruction, and assessments aligned with the Position Statement on the Implementation of the Connecticut Arts Standards.
- Designate a district-level leader to assist with implementing curriculum, professional learning, and arts-specific programs.
- Provide all teachers and students with high-quality instructional resources to develop artistic literacy.
- Provide administrators, teachers, and staff members with professional development opportunities focused on discipline-specific instructional practices and cross-content connections.
- Provide arts educators collaborative time to develop high-quality arts lessons and formative and summative assessments.
- Allow sufficient time in the school day for developing artistic literacy.
- Ensure the vertical development of artistic literacy from Prekindergarten through Grade 12.
- Encourage community participation in arts events during and beyond the school day.
- Provide access to arts resources to underserved students (i.e., support with renting an instrument, attaining necessary visual arts materials, support with access to technology needed

to participate in media arts and other expenses incurred by participating students that are outside the regularly supplied classroom tools).

Administrators' Responsibilities, Prekindergarten through Grade 12:

- Create a culture that embraces artistic expression throughout the school.
- Provide quality instructional materials and supporting technology at all levels.
- Provide teachers and staff members opportunities for arts-specific professional learning.
- Recruit and educate arts teacher leaders to coordinate and support arts instruction.
- Communicate to families and communities information regarding the arts curriculum, instructional methods, and expectations for student learning.
- Support and participate in district partnerships to promote artistic literacy.

Educators' Responsibilities:

- Execute the district arts curriculum.
- Seek professional learning opportunities from diverse providers that promote reflection.
- Plan and implement rigorous instruction to support student understanding and application of artistic concepts and skills.
- Provide frequent and varied opportunities for students to create, perform/present/produce, respond and connect.
- Use formative and summative assessments to monitor student achievement and adjust instruction.
- Serve as role models for creative and artistic expression.

Families' and Community Members' Responsibilities:

- Support the creation of student work by attending performances, exhibitions, and classroom presentations.
- Encourage children's interest in the arts.
- Use community resources to increase children's access to arts experiences.

Higher-Education Institutions' Responsibilities:

- Provide pre-service teachers with opportunities to understand artistic literacy across content areas and perform fieldwork in urban, suburban and rural districts as part of their degree programs.
- Design programs that yield artistically literate graduates.
- Produce high-quality research focused on arts instruction, learning, resources, and assessment.
- Develop collaborative partnerships with schools and districts and communities.

Business and Industry Stakeholders' Responsibilities:

- Develop ongoing, collaborative partnerships with schools, teachers, students, and families to support and enhance arts programming.
- Provide mentoring and internships for teachers and students.
- Supply information about the importance of artistic literacy in relation to the state's creative economy.
- Publicize programming and performances as appropriate to increase access for all stakeholders.



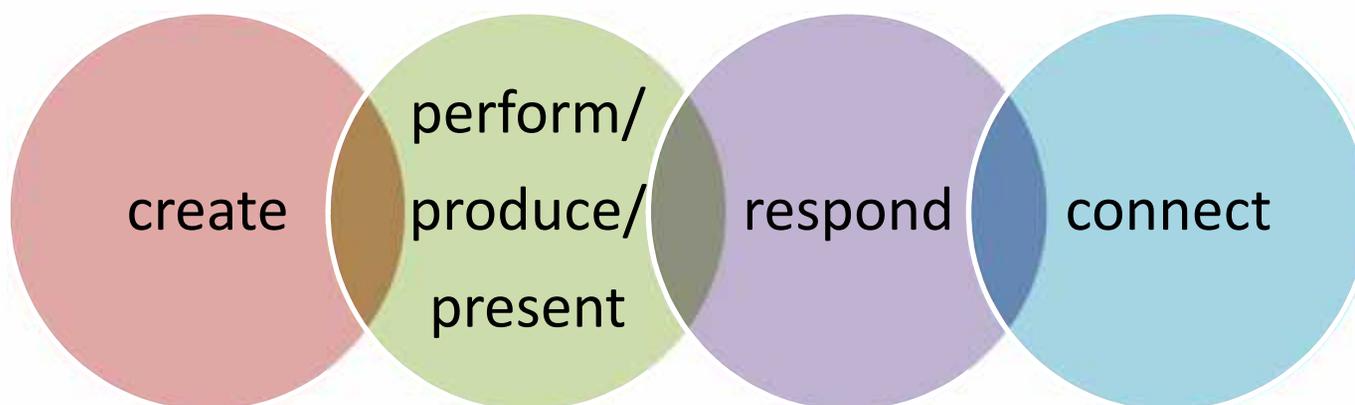
Introduction to the Proposed Connecticut Arts Standards and the Position Statement on the Implementation of the Connecticut Arts Standards



September 7, 2016

Why new arts standards? What can high-quality arts instruction create?

Artistic Literacy



Crosswalk Comparison

Crosswalk 1998 CT Arts Framework to 2014 National Core Arts Standards

1998 – skills based
PDF document
Four disciplines
Separate standards

NCAS – concept based
Web-based platform
Five disciplines (new – media arts)
Overarching standards



The new National Core Arts Standards (NCAS) for *dance, media arts, music, theatre* and *visual arts* are located on a web-based platform at:

www.nationalartsstandards.org

NATIONAL CORE ARTS STANDARDS Dance, Media Arts, Music, Theatre And Visual Arts

What Are The Standards?

A process that guides educators in providing a unified quality arts education for students in Pre-K through high school.

[Read more →](#)

Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

Performing/ Presenting/ Producing

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

BROWSE THE HANDBOOKS:

- Standards at a Glance
- View the Anchor Standards
- Model Cornerstone Assessments
- View Student Artworks
- Customize your own handbook.

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Stakeholder Engagement:

- ❑ 35 presentations statewide
 - ✓ 12 constituency groups reached
- ❑ over 650 stakeholder surveys completed
 - ✓ 90% of respondents recommend adopting NCAS with the position statement on implementation

Documents Team:

- ❑ Created draft of Position Statement on the Implementation of Connecticut Arts Standards
 - ✓ Addressed key areas of concern
- ❑ Final draft based on public feedback
 - ✓ The position statement was available for review and comment on the CSDE Web site during March and email comments are continually encouraged



Recommendation



Adopt NCAS and accompanying draft Connecticut Position Statement on the Implementation of the Connecticut Arts Standards





Further questions:

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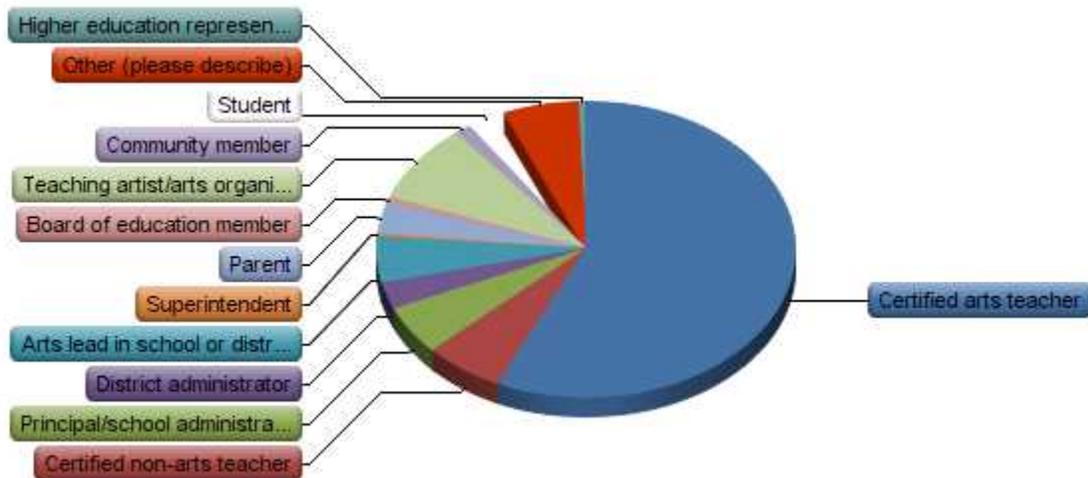
**Dr. Isabelina Rodriguez
Interim Chief Academic Officer, CSDE**



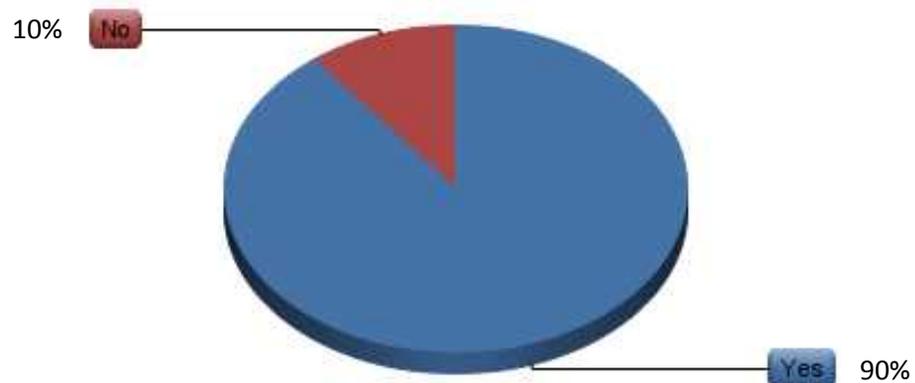
Handout 1A: CT Arts Standards Stakeholder Engagement 2015-2016 Summary of Stakeholder Responses to Presentation

Total number of respondents: 637

- Who are you?



- Should Connecticut adopt the National Core Arts Standards with Accompanying Position Statement as the Connecticut Arts Standards?



CT Arts Standards Stakeholder Engagement
2015-2016 Stakeholder Presentation Schedule

Date	Location/Host	Audience
9/15/15	Higher Order Thinking (HOT) Schools meeting, Chester	Artists, teaching artists, teachers
9/17/15	CT Arts Administrators Association, Meriden	Arts/non-arts administrators
9/18/16	Danbury Public Schools	Arts teachers
9/28/15	Board of Education, Berlin Public Schools	Board members, district staff
10/13/15	Waterbury Public Schools	Arts teachers
10/16/15	CT Dance Alliance (CDA) – 5X5 Dance Festival, St. Joseph University	Dance teachers, teaching artists, students
10/28/15	CT Art Education Association (CAEA) conference, Cromwell	Visual art teachers, arts supervisors
10/29/15	Colchester Public Schools	Arts teachers
10/28/15	Cromwell – conference CT Art Educators Association	Arts teachers, administrators, artists
10/29/15	Colchester	Arts teachers
11/3/15	Coleytown School, Westport	Arts teachers
11/5/15	Berlin Public Schools – Central Office/BOE	Parents
11/9/15	Education Connection Arts Council, Litchfield	Arts teachers
11/14/15	Thespian Festival - Educational Theatre Association, Waterford	Theatre teachers
11/19/15	CES Arts Council, Trumbull	Arts teachers, administrators
11/30/15	Enfield Public Schools	Music teachers
12/15/15	ACES Arts Council, Hamden	Arts teachers
12/16/15	Bridgeport Public Schools	Arts teachers
1/7/16	Hartford Performs	Teaching artists, arts organizations
1/8/16	CT Music Educator Association(CMEA) regionals, Middletown	Music teachers
1/9/16	CMEA regionals, UCONN	Music teachers
1/13/16	EASTCONN Arts Council, Hampton	Arts teachers, artists
1/15/16	CMEA Regionals, New Britain	Music teachers
1/16/16	CMEA Regionals, Staples HS	Music teachers
2/2/16	Fairfield Public Schools	Arts teachers
1/28/16	Long Wharf Theatre, New Haven *invitations to CT Parent Advocacy Center	Arts teachers, teaching artists
2/23/16, 2/24/16	Wadsworth, Hartford	Museum docents
2/26/16	NetStat meeting, Meriden	Commissioner’s network school representatives
3/14/16	CT PTA	Parents
3/24/16	Amity schools	Arts teachers
4/21/16	Hartford Governance Council	Parents
5/16/16	Waterbury Parent Liaisons	Parent

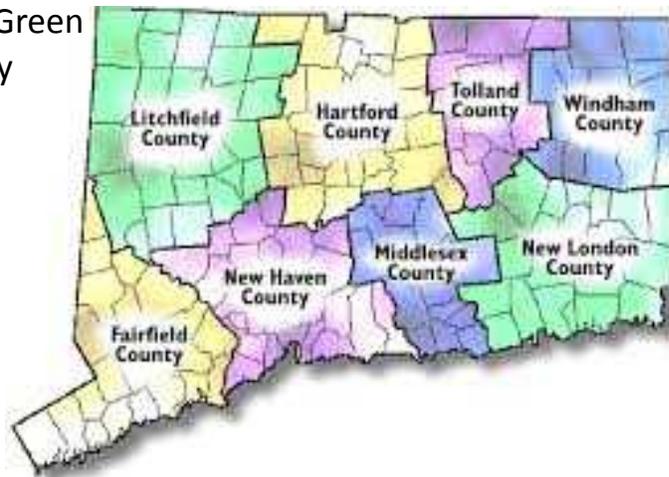
Handout 1B: Connecticut Arts Standards

Review Team –

representing the state

Dance

Mariane Banar-Fountain
Diana Beddows
Megan Boyd
Colleen Sprague Brettauer
Judith Ehrman-Shapiro
Diana Harris
Ingrid Howe-Green
Susan Murphy



Media Arts

Ken Bagley
Katharine Ebner
Donna Frustere
Michael Gardner
Andrea Haas
Suzanne Loud
Patricia O'Connor
Julie Overland
Cindy Parsons
Marcy Reed
Rebecca Squire
Marie Tavella
Sharman Wheatley
Julie Sawyer

Music

Joseph Abramo
Linda Alexander
Katherine Benard
Jason Bouchard
Thomas Franklin
Angela Griffin
Dee Hansen
Patricia Lignelli
Nicholas Mercier
Jill Russell-Benner
Rick Sadlon
Rich Wells
Kim Yannon

Theatre

Denise Abercrombie
Rebecca Brown
Linda Franklin-Biggs
Enza Gianonne Hosig
Tracy Kane
Lisa Kessler
Dawn Loveland
William Myers
Mark Ribbens
Adam Snyder

Visual Art

Bethany Bonner
Suzanne Dionne
Leslie Flowers
Jill Goldberg
Adrienne Kiel
Denise Malnati
Pam Murphy
Patricia O'Connor
Marge Renno
Dan Rosenthal-Baxter
Paula Roswell
Joy Supples
Tina Taylor
Wendy West