



# EdTA Conference 2014

## The National Core Arts Standards: An overview and Q&A

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# On June 4, the National Core Arts Standards were released



The screenshot shows the homepage of the National Core Arts Standards website. At the top, the title "NATIONAL CORE ARTS STANDARDS" is displayed in large, colorful letters, with "Dance, Media Arts, Music, Theatre And Visual Arts" listed below it. The main content area is divided into five columns, each representing a domain: "What Are The Standards?", "Creating", "Performing/ Presenting/ Producing", "Responding", and "Connecting". Each column contains a brief description and a list of specific standards. Below this, a section titled "BROWSE THE HANDBOOKS:" offers five options: "Standards at a Glance", "Anchor Standard View", "Grade Band View", "TBD", and "Customize your own handbook." The footer includes copyright information for 2014 NCCAS, links to a Glossary and Credits, and logos for Young Audiences and NCCAS.

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

**What Are The Standards?**  
A process, incorporating 11 sets of standards which can etc....

**Creating**

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

**Performing/ Presenting/ Producing**

- Analyze, interpret and select artistic work for presentation.
- Develop and refine artistic work for presentation
- Convey meaning through the presentation of artistic work

**Responding**

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

**Connecting**

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

**BROWSE THE HANDBOOKS:**

- Standards at a Glance
- Anchor Standard View
- Grade Band View
- TBD
- Customize your own handbook.

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[www.nationalartsstandards.org](http://www.nationalartsstandards.org)



# 1 An overview of the standards

- Why and how they were created
- What they look like

## 2 Where we're going

- Professional development
- Instructional resources
- Advocacy

## 3. What you can do to help

- Supporting standards adoption in your state & district



National Coalition for **CORE ARTS** Standards





# How we got here



National Coalition for **CORE ARTS** Standards

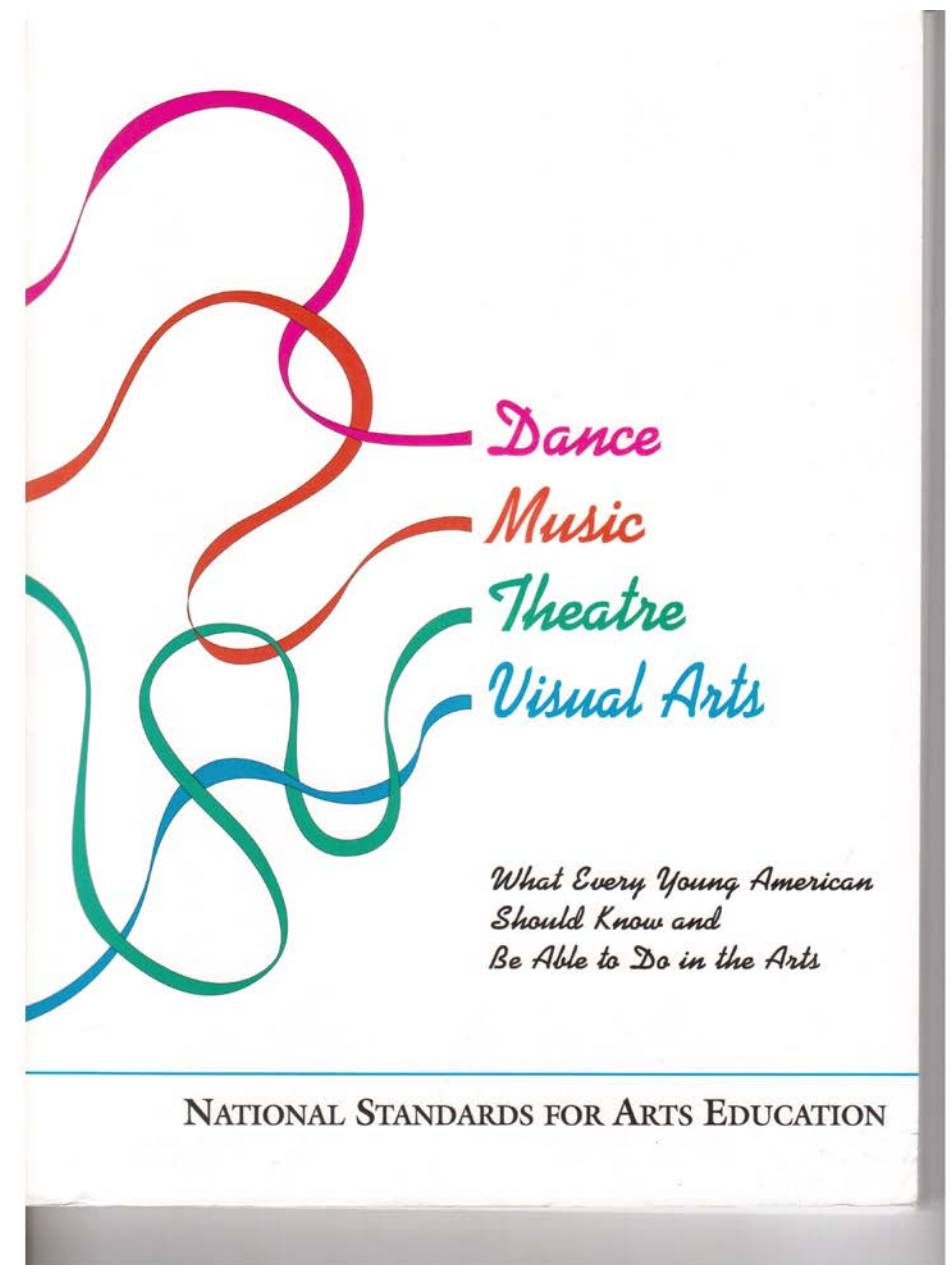




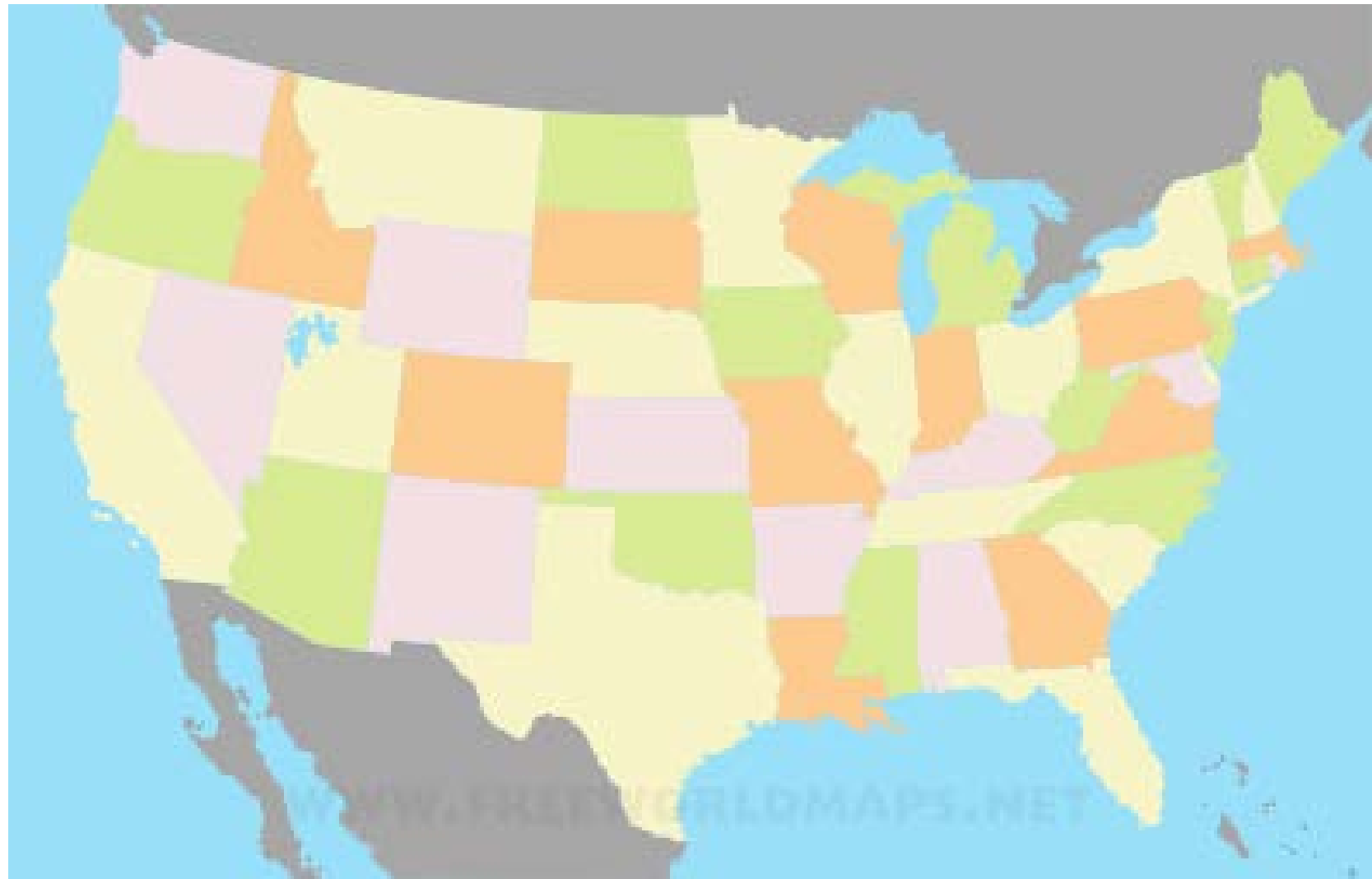
The first National Arts Standards were created in 1994, in response to the Goals 2000: Educate America Act, which named the arts a core subject area under the Elementary and Secondary Education Act (known more recently as No Child Left Behind).



National Coalition for **CORE ARTS** Standards



**Nearly every state in the country has adopted or adapted the arts standards**




In 2011, the leadership of the national arts education organizations, including EdTA, met in Washington D.C. to discuss the status of their disciplines in schools.



National Coalition for **CORE ARTS** Standards





- 
- Increased emphasis on testing in other subject areas, tightening budgets, and a lack of understanding of the value and purpose of arts education was prompting cutbacks in arts programs, including theatre.
  - The 1994 National Arts Standards no longer reflected the way teachers taught the arts or how students learned them.



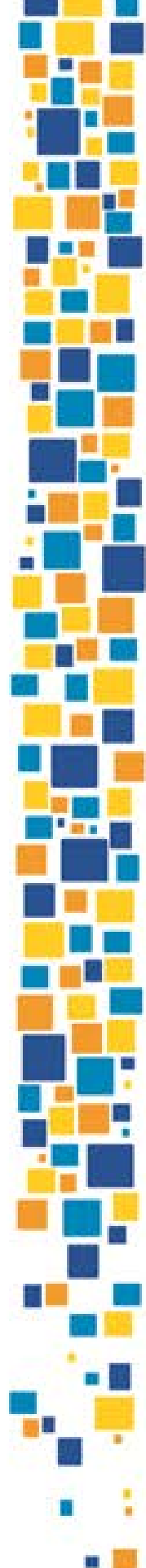
Ten national arts and education organizations  
came together to form  
the National Coalition for Core Arts Standards



National Coalition for **CORE ARTS** Standards

**The NCCAS mission:** creating and delivering arts education opportunities for all PreK-12 students.

**The goal:** A reimagining of the 1994 arts standards to better define high quality PreK-12 arts learning and teaching.



Over the course of three years, seventy writers and NCCAS leadership across the five disciplines of dance, media arts, music, theatre, and visual arts came together in person and virtually to create new arts standards.

## NCCAS Leadership Organizations

- American Alliance for Theatre and Education
- **Americans for the Arts**
- The College Board
- **Educational Theatre Association**
- National Art Education Association
- **National Association for Music Education**
- NCCAS Media Arts Committee
- **National Dance Education Organization**
- State Education Agency Directors of Arts Education
- **Young Audiences**

**The new theatre standards were  
created cooperatively by EdTA &  
the American Alliance for Theatre  
and Education.**







# About the relationship of the National Core Arts Standards and the Common Core State Standards...

National



Federal Government

# Core Arts $\neq$ CCSS

Arts defined as a core academic subject:  
Elementary and Secondary Education Act  
1994 *Goals 2000*  
2001 *No Child Left Behind*

NCLB Title IX- General Provisions

(11) **CORE ACADEMIC SUBJECTS**- The term core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, **arts**, history, and geography.

# What the standards look like



National Coalition for **CORE ARTS** Standards

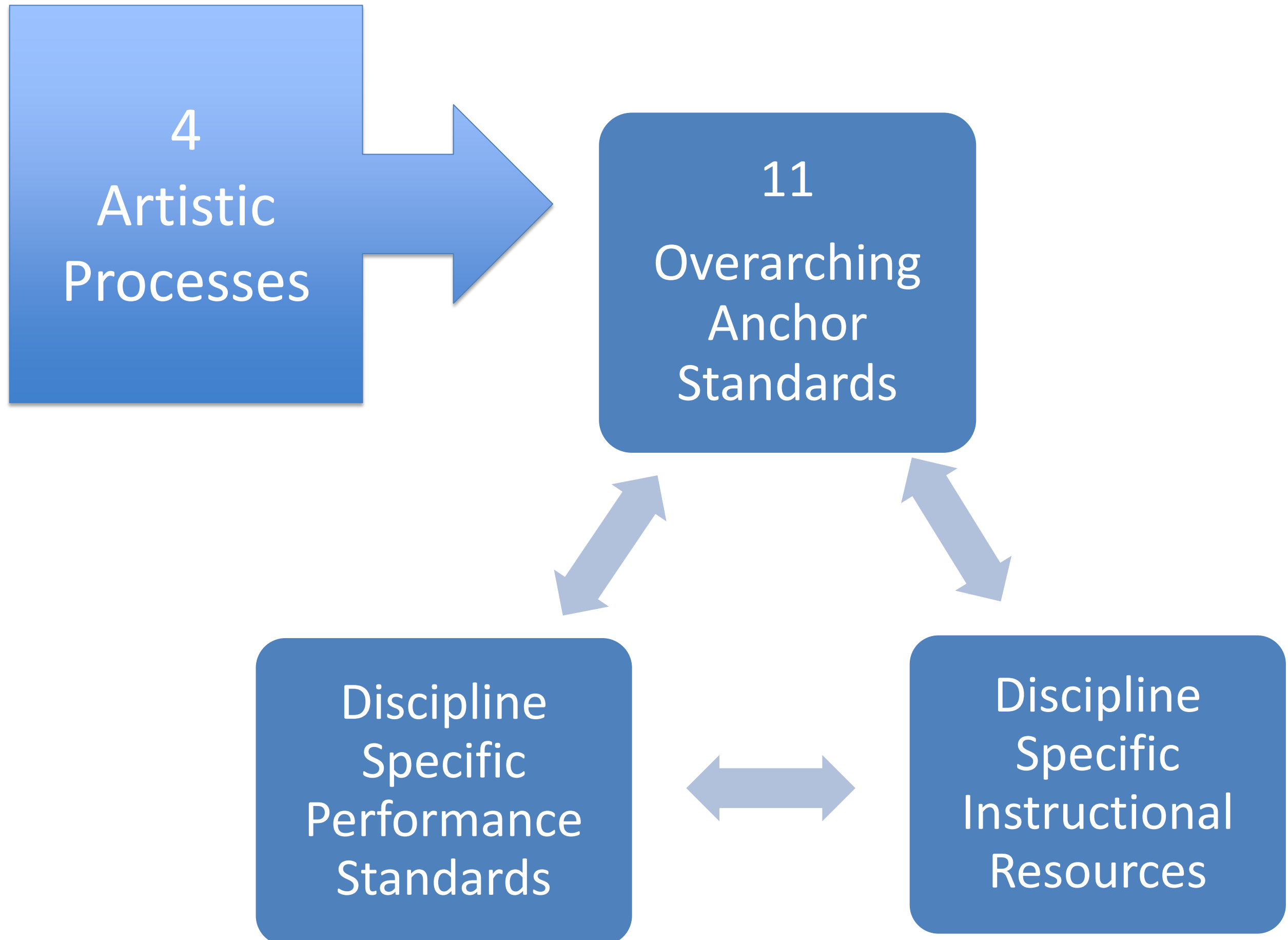




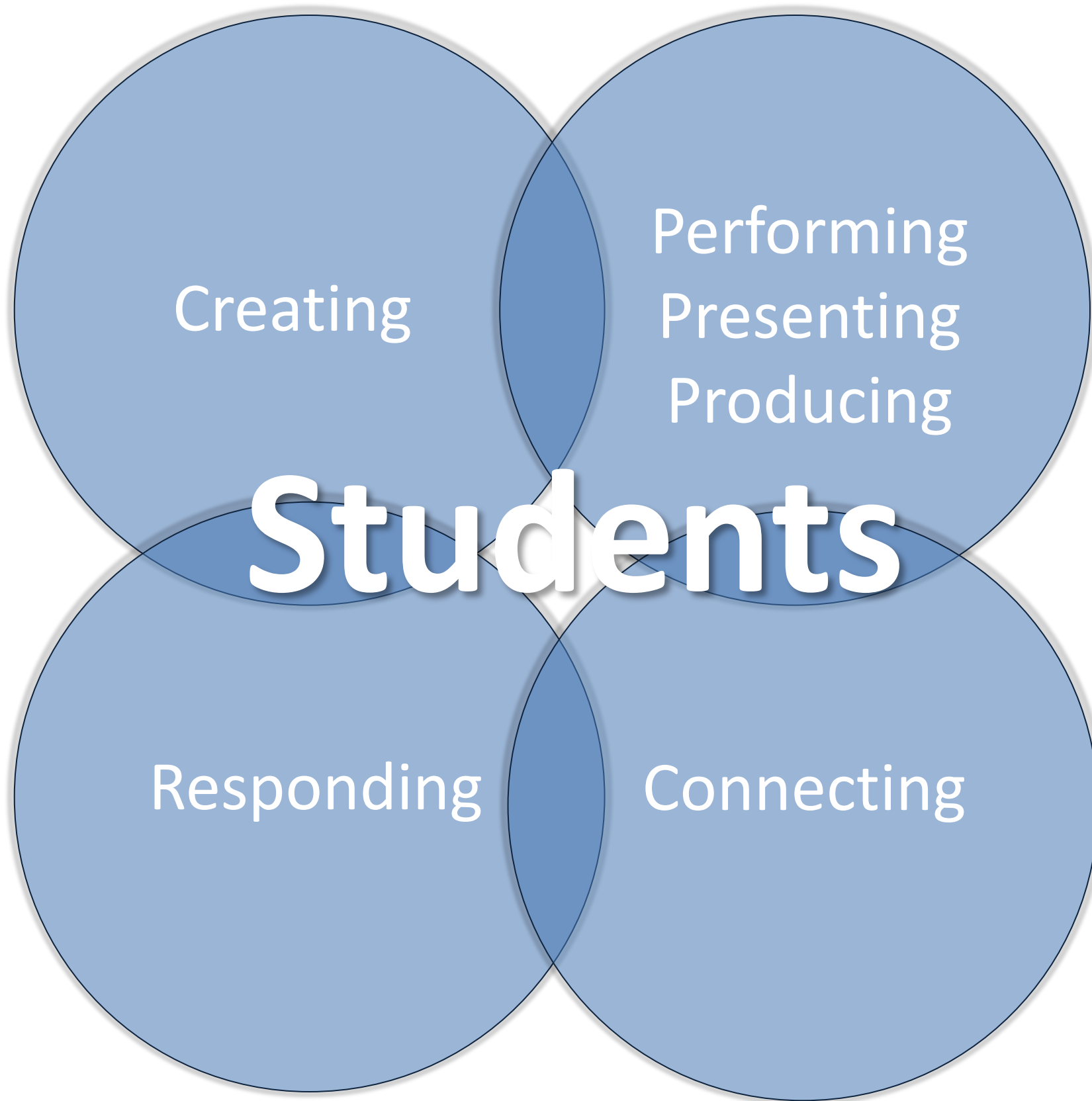


# Artistically literate students

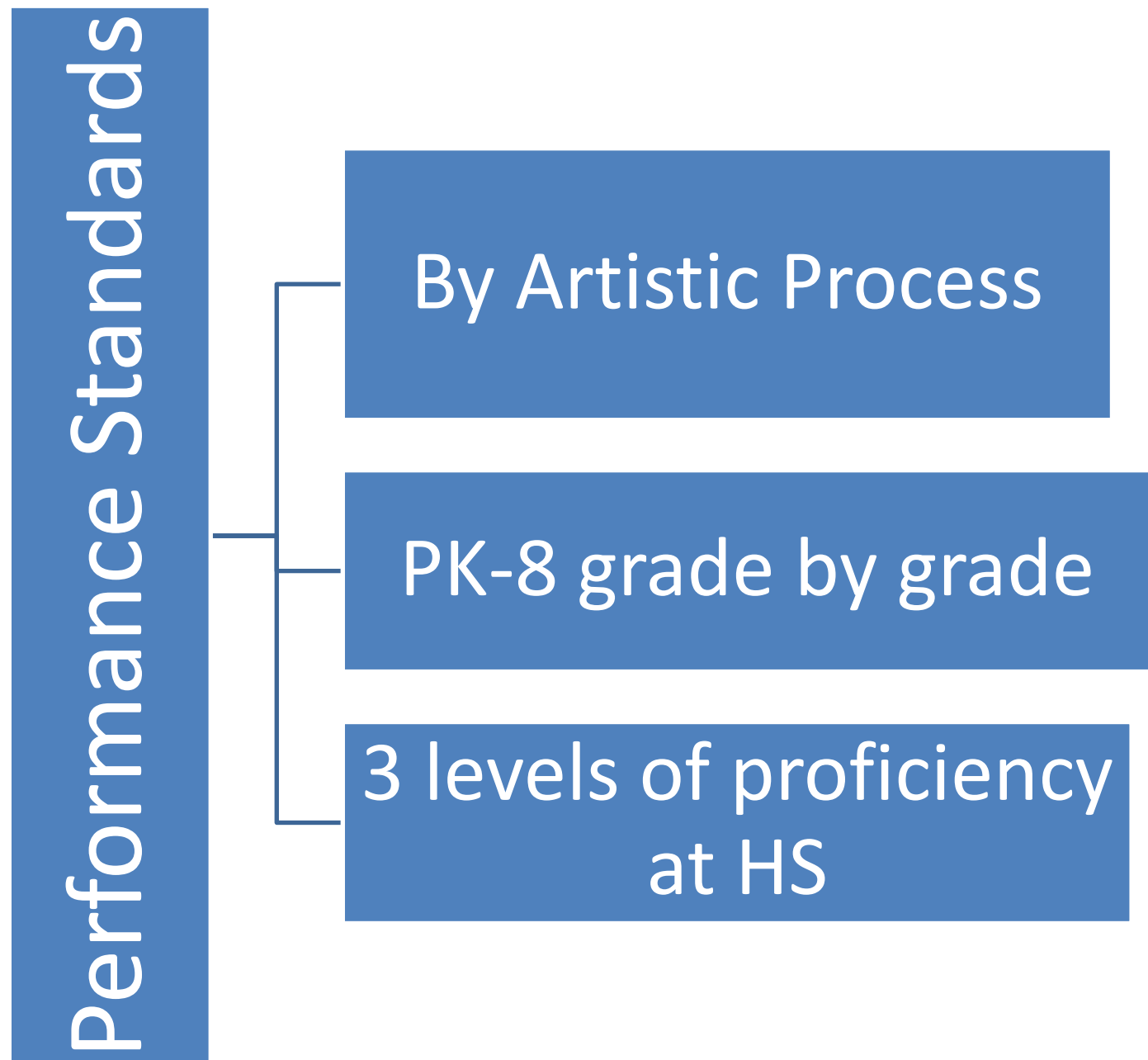
- Use a variety of artistic media, symbols, and metaphors to communicate their own ideas and to respond to the artistic communications of others.
- Develop creative personal realization in at least one art form in which they continue active involvement as an adult.
- Cultivate culture, history, and other connections through diverse forms and genres of artwork.
- Find joy, inspiration, peace, intellectual stimulation, and meaning when they participate in the arts.
- Seek artistic experiences and support the arts in their communities.



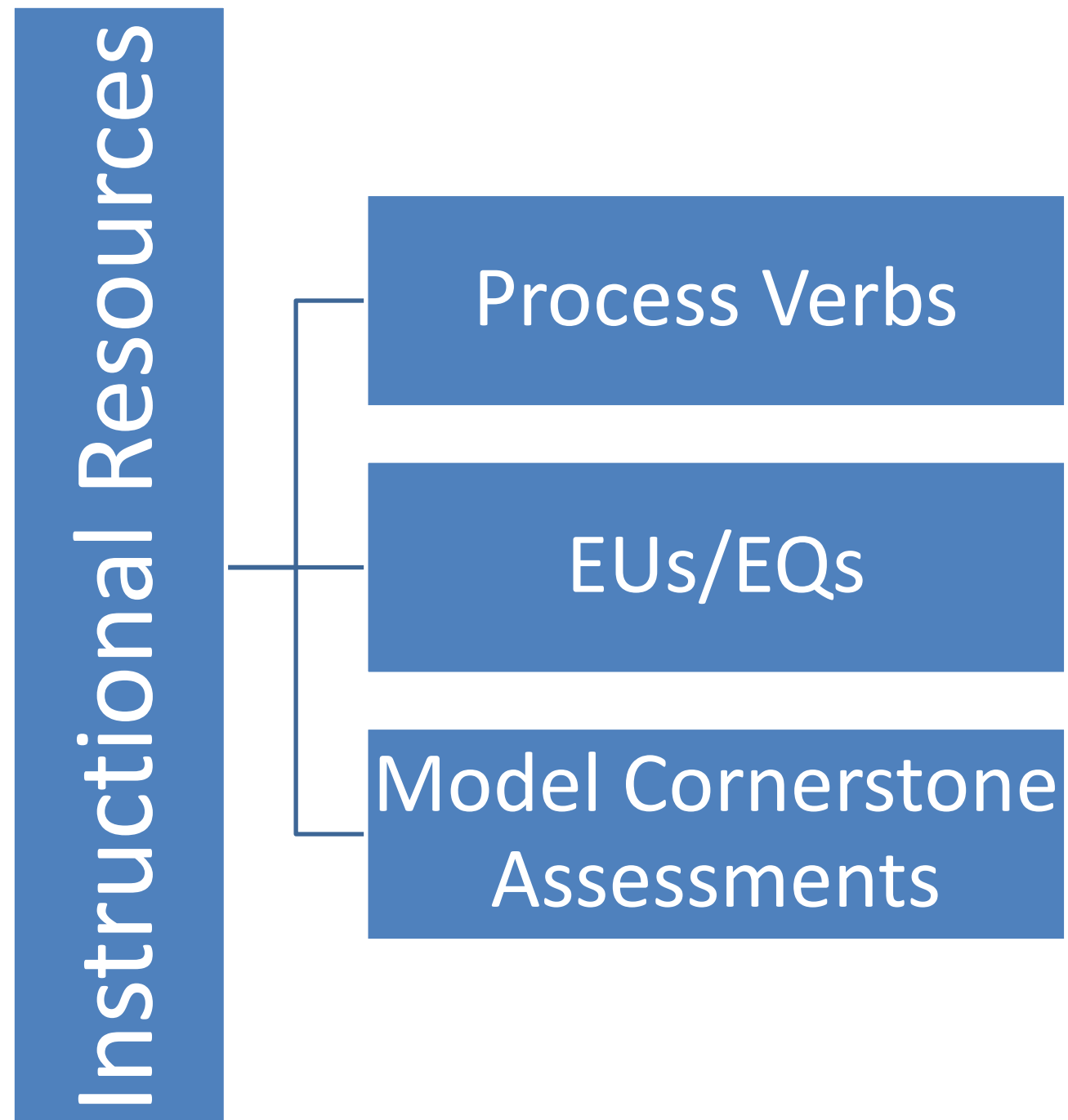




# Discipline Specific Performance Standards



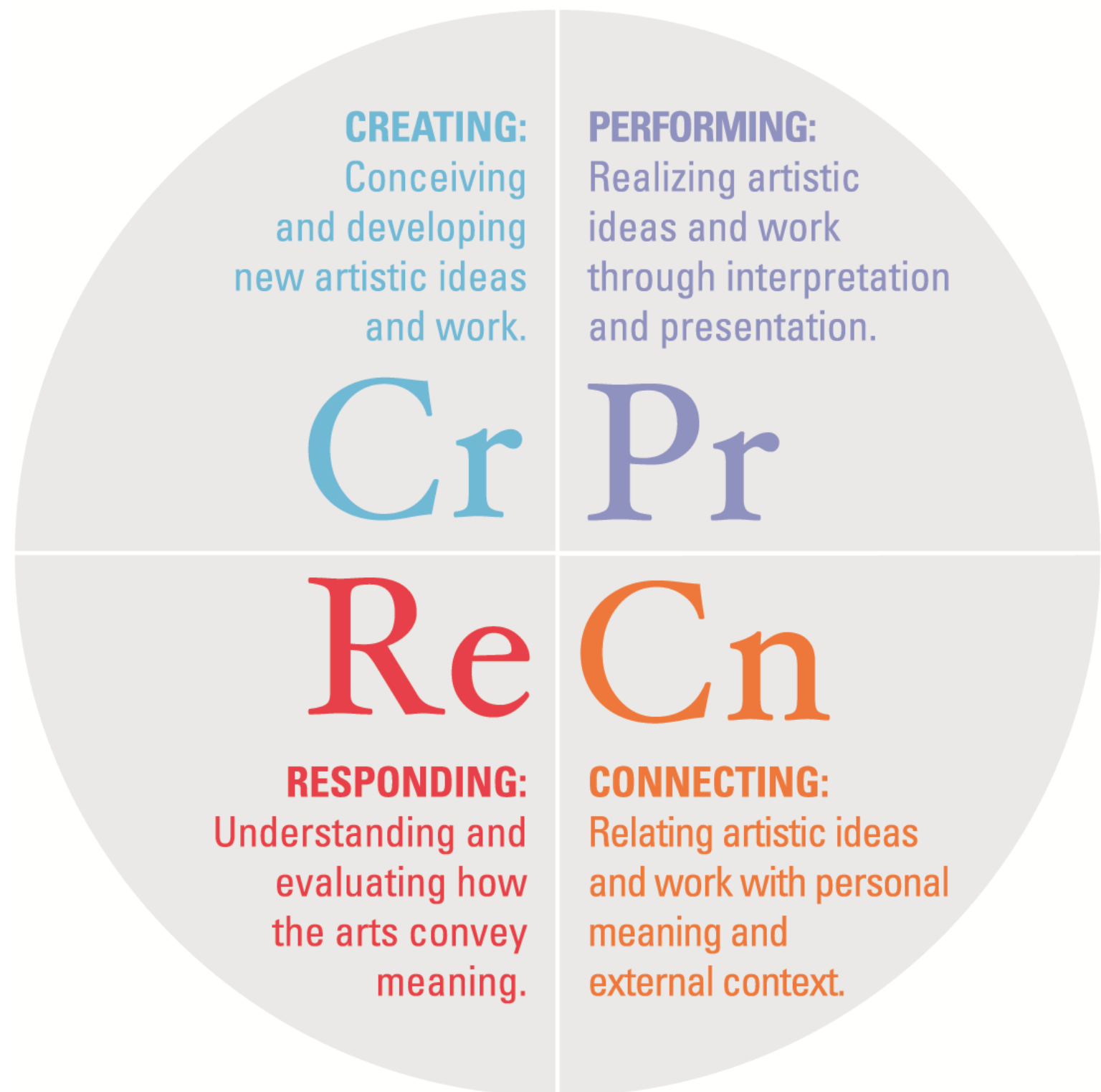
# Discipline Specific Instructional Resources





# Artistic Processes

are the way the  
brain and body  
make art and  
define the link  
between art  
making and the  
learner





# Anchor Standards

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

There are three Anchor Standards in the artistic processes of Creating, Performing, Responding and two in Connecting.



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

**Performing:** Analyze, interpret, and select artistic work for presentation.

**Responding:** Interpret intent and meaning in artistic work.

**Connecting:** Synthesize and relate knowledge and personal experiences to make art.



**Enduring understandings and essential questions** state theatre's “big ideas” or important understandings, why they’re worth studying, and provoke inquiry.







## A theatre EU/EQ example:

**EU:** “Theatre artists work to discover different ways of communicating meaning,”

**EQ:** “How, when, and why do theatre artists’ choices change?”





**Process component verbs** describe the actions artist-learners do to complete a task in each grade-by-grade sequence of the theatre standards.

## **Theatre's process verbs**

**Creating:** ENVISION/CONCEPUALIZE; DEVELOP; REHEARSE

**Performing:** SELECT; PREPARE; SHARE, PRESENT

**Responding:** REFLECT; INTERPRET; EVALUATE

**Connecting:** EMPATHIZE; INTERRELATE; RESEARCH



## **Grade-by-grade Performance Standards**

in PreK-8 and at the three high school levels of proficient, accomplished, and advanced, articulate student achievement in theatre and other arts and translate the standards into measureable goals.

# The high school levels defined:

## **Proficient**

A level of achievement attainable by most students who complete a high-school level course in the arts (or equivalent) beyond the foundation of quality PreK-8 instruction.

## **Accomplished**

A level of achievement attainable by most students who complete a rigorous sequence of high-school level courses (or equivalent) beyond the Proficient level.

## **Advanced**

A level and scope of achievement that is indisputably rigorous, substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for Accomplished achievement, and prepares students for college-level work





## Example one: A high school Performance Standard

**Anchor Standard:** Organize and develop artistic ideas and work  
**Artistic Process:** Creating  
**Component:** Develop  
**Level:** Proficient

*Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a dramatic work.*



## Example two: A middle school Performance Standard

**Anchor Standard:** Select, analyze, and interpret artistic work for presentation

**Artistic Process:** Performing

**Component:** Select

**Grade:** 7

*Consider various staging choices to enhance the story in a drama/theatre work.*



## Example two: A elementary school Performance Standard

**Anchor standard:** Perceive and analyze artistic work.

**Artistic Process:** Responding

**Component:** Interpret

**Grade:** 3

*Consider multiple experiences when participating in or observing a drama/theatre work.*





## Model Cornerstone Assessments

at the benchmark grades of 2, 5, 8 and the three high school levels (proficient, accomplished, advanced) are examples of the type of evidence needed to show attainment of learning reflected in the performance standards.

They will be field tested and include:

- **assessment tools**
- **differentiated learning strategies**
- **benchmarked student work**



# National Coalition for Core Arts Standards

## Theatre Model Cornerstone Assessment: HS Advanced III

**Discipline:** Theatre

**Artistic Processes:** Performing, Creating, Responding, Connecting

**Title:** Play Performance

**Description:** Students will analyze the text a full length scripted play to create a believable, sustainable character for performance before an audience. Using proper rehearsal etiquette and process, students will memorize lines, embody blocking and business given by the director, and interpret motivations to create a believable and sustainable character. Students will build truthful relationships with other characters on stage to create an ensemble. Reflecting on the reaction of the audience and personal reactions, students will revise for future performances.

**Grade:** High School Advanced III

In this MCA you will find: (mark all that apply)

<input checked="" type="checkbox"/> <b>Strategies for Embedding in Instruction</b>	<input checked="" type="checkbox"/> <b>Detailed Assessment Procedures</b>	<input checked="" type="checkbox"/> <b>Knowledge, Skills and Vocabulary</b>	<input checked="" type="checkbox"/> <b>Differentiation Strategies</b> <input checked="" type="checkbox"/> <b>Strategies for Inclusion</b>
<input checked="" type="checkbox"/> <b>Suggested Scoring Devices</b> <input checked="" type="checkbox"/> <b>Task Specific Rubrics</b>	<input checked="" type="checkbox"/> <b>Resources needed for task implementation</b>	<input checked="" type="checkbox"/> <b>Assessment Focus Chart</b>	<input type="checkbox"/> <b>Benchmarked Student Work</b>

**Estimate Time for Teaching and Assessment:** (mark the appropriate box)

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

☒ Approximately 50-80 hours    ☐ To be determined by the individual teacher

The Core Arts Standards are a 24/7 web-based tool that allows users to create customizable handbooks.



[www.nationalartsstandards.org](http://www.nationalartsstandards.org)

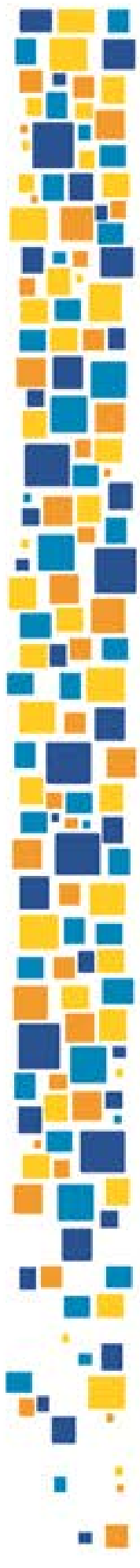


# Where we're going



National Coalition for **CORE ARTS** Standards





**The standards project has moved into a new three-point phase being carried out by both the NCCAS coalition and the individual professional associations**



National Coalition for **CORE ARTS** Standards









National Coalition for **CORE ARTS** Standards

# NCCAS Standards Strategies

## Professional Development

- Training of teachers who will participate in a 2014-15 pilot study; Collaborative presentations at national and regional events.

## Instructional Resources

- NEA-funded pilot of standards in 25 elementary and middle schools throughout the country that will gather examples of student work benchmarked against the standards' Model Cornerstone Assessments; in 2015-16, the pilot will repeat in high schools.

## Advocacy

- Americans for the Arts will lead a broad launch of the standards (coinciding with National Arts and Humanities month) in October.

# EdTA Standards Strategies

## Professional Development

In-person, online, and print education & discussion opportunities on the purpose, value, and use of the standards:

- Events (EdTA Festival, Summit, national conference, state conferences, state-sponsored PD meetings)
- Webinars (live and archived presentations)
- Community blogs & dialogues on issues and strategies
- *Teaching Theatre* standards column focusing on different aspects of the standards



National Coalition for CORE ARTS Standards



# EdTA Standards Strategies

## Instructional Resources

- EdTA [schooltheatre.org/standardsresources](http://schooltheatre.org/standardsresources).
- Ongoing effort to identify **existing EdTA content**—publication articles, research, etc—that aligns with the standards.
- Actively seeking **new content**—curriculum, assessments, texts, research—that explore and illuminate the new standards
- Forming of an staff-member focus group to research, shape and write **Opportunity to Learn Standards** for theatre education (facilities, staffing, funding, time, etc) that articulate the capacities needed to meet the National Core Arts Standards.
- .



National Coalition for **CORE ARTS** Standards



# EdTA Standards Strategies

## Advocacy

- Collaborating with:
  - NCCAS partners on a coordinated state and district-led effort to adopt the standards.
  - AATE to promote, educate, and advocate for the support of inclusion of theatre as part of state and district-based adoption of the arts standards.
- Dissemination of the theatre standards poster and brochure to members and non-member at events and mailings.
- Community blog posts, discussions, and “standards watch” update on the status of adoption in individual states.
- The dissemination & presentation of the Supporting the Standards powerpoint at conferences, school board meetings, state and/or district advocacy events, and other “make the case” opportunities with decision makers.



National Coalition for **CORE ARTS** Standards





# What you can do to help



# Making the case for the National Core Theatre Standards

The screenshot displays the National Core Arts Standards website. At the top, the title "NATIONAL CORE ARTS STANDARDS" is shown in blue and orange, with the subtitle "Dance, Media Arts, Music, Theatre And Visual Arts" to its right. Below this, a navigation bar features five icons: a pie chart for "What Are The Standards?", a blue 'Cr' for "Creating", a blue 'Pr' for "Performing/ Presenting/ Producing", a red 'Re' for "Responding", and an orange 'Cn' for "Connecting". Each icon is accompanied by a list of standards. The "What Are The Standards?" section describes a process of 11 sets of standards. The "Creating" section lists three standards: "Generate and conceptualize artistic ideas and work," "Organize and Develop artistic ideas and work," and "Refine and complete artistic work." The "Performing/ Presenting/ Producing" section lists three standards: "Analyze, interpret and select artistic work for presentation," "Develop and refine artistic work for presentation," and "Convey meaning through the presentation of artistic work." The "Responding" section lists three standards: "Perceive and analyze artistic work," "Interpret intent and meaning in artistic work," and "Apply criteria to evaluate artistic work." The "Connecting" section lists two standards: "Synthesize and relate knowledge and personal experiences to make art," and "Relate artistic ideas and works with societal, cultural and historical context to deepen understanding." Below the navigation bar is a section titled "BROWSE THE HANDBOOKS:" with five buttons: "Standards at a Glance", "Anchor Standard View", "Grade Band View", "TBD", and "Customize your own handbook." The footer includes copyright information "© 2014 NCCAS", links for "Glossary" and "Credits", and the "Young Audiences NCCAS" logo.

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

**What Are The Standards?**

A process, incorporating 11 sets of standards which can etc.....

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**BROWSE THE HANDBOOKS:**

Standards at a Glance | Anchor Standard View | Grade Band View | TBD | Customize your own handbook.

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[www.nationalartsstandards.org](http://www.nationalartsstandards.org)



There are 280 PreK-12 theatre standards!

Like all the arts standards, they were written BY teachers, FOR teachers

AND students, parents, administrators, and anyone who cares about theatre education!

These are YOUR theatre standards!

## NATIONAL CORE ARTS THEATRE STANDARDS

*Promoting quality arts education for all students*

Arts standards create a pathway to quality arts learning and teaching; prepare students for college and career; and affirm the arts as a core academic subject

### Artistic Literacy

is defined by the Philosophical Foundations, Lifelong Learning Goals, Performance Standards, Essential Questions, and Enduring Understandings.



### Artistic Processes

are the way the brain and body make art and define the link between art making and the learner.

**Cr** **Pr**  
**Re** **Cn**

**CREATING:** Conceiving and developing new artistic ideas and work.  
**PERFORMING:** Realizing artistic ideas and work through interpretation and presentation.  
**RESPONDING:** Understanding and evaluating how the arts convey meaning.  
**CONNECTING:** Relating artistic ideas and work with personal meaning and external context.



### Anchor Standards

encompass what every student should know and know how to do as a result of their arts education and are the tangible expression of artistic literacy.

### Grade-by-Grade Performance Standards

in PreK-8 and at the three high school levels of proficient, accomplished, and advanced, articulate student achievement in theatre and other arts and translate the standards into measurable goals.



### Enduring Understandings and Essential Questions

state theatre's "big ideas" or important understandings, why they're worth learning and studying, and provoke inquiry.



### Model Cornerstone Assessments

at the benchmark grades of 2, 5, 8 and the three high school levels (proficient, accomplished, advanced) are examples of the type of evidence needed to show attainment of learning reflected in the performance standards.

### Process Components

are verbs that describe the actions artist-learners do to complete a task in each grade-by-grade sequence of the theatre standards.



### Web-Based 24/7 Tools ([www.nationalartsstandards.org](http://www.nationalartsstandards.org))

allow users to create customizable standards "handbooks" that reflect teaching and learning needs and will evolve into a growing archive of standards resources, including benchmarked student work, sample curricula, assessments, research, and other instructional support resources.



# Some numbers

- **More than 250,000** certified dance, music, theatre and visual arts teachers work in our nation's K-12 schools.
- **Nearly 125,000** arts educators, arts advocates, teaching artists and others viewed the standards drafts during the revision process.
- **More than 6,000** teachers, administrators, parents, and policy makers provided feedback on the standards, representing all 50 states and 3 nations.
- Writing team members combed through **more than 2 million responses and comments** from the field on the draft standards.

# Why theatre standards matter

- ✓ Theatre and all the arts are core subject areas under federal law
- ✓ Theatre standards
  - **articulate** what is important for students to know and be able to do in the discipline.
  - **identify** how students can become creative thinkers, makers and responders to the world around them.
  - **emphasize** the collaborative nature of artistic process and production.
  - **reaffirm** the importance of a comprehensive education that extends beyond reading and math.



National  $\neq$  federal or state standards

Your fellow teachers and students need your help for these voluntary standards to be adopted into



in YOUR state

**Adoption of education standards is a process that can be driven by range of stakeholders—advocates, legislators, state boards or departments of education.**



**YOUR support of the standards & advocacy with influencers and decision makers can make a difference!**



# Some more numbers

In 2011, the State Education Agency Directors of Arts Education (SEADAE) surveyed 39 of its State Departments of Education members.

- **62 %** said their state would likely adopt the new national arts standards as the state's standards
- **72 %** said their state would likely postpone adoption of new arts standards until the new national arts standards were completed



# You can help promote adoption of the new arts standards!





# 1 FIND OUT

**Who the arts education representative is at your DOE and reach out to them at [www.seadae.org](http://www.seadae.org)**

**Ask them about their perspective, plan, and timeline around adoption of the new standards. Ask how you can help.**



## 2 CONVENE

**a meeting of your school/district theatre and other arts teachers and devise a strategy around educating peers, administrators, parents, school board members, and business leaders about the purpose and value of the standards.**



# 3 SHARE

the theatre standards brochure with peers, administrators, and other school decision makers. Display the poster in your classroom and be prepared to explain it.

## NATIONAL CORE ARTS THEATRE STANDARDS

Promoting quality arts education for all students

[www.nationalartsstandards.org](http://www.nationalartsstandards.org)





## 4 ATTEND

**a school board meeting and do a short presentation about how you plan to use the new theatre standards in your classroom.**







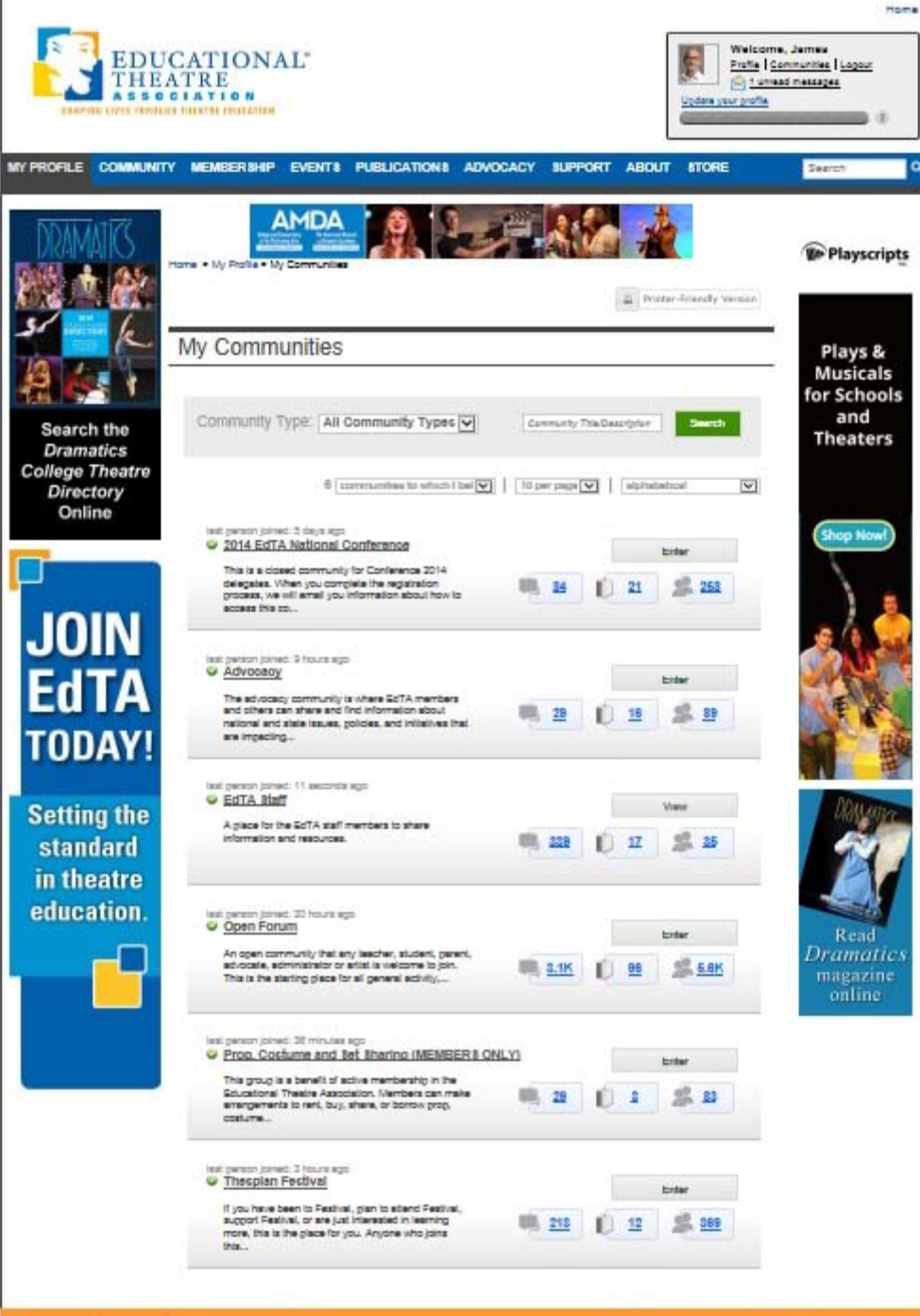
## 5 PARTICIPATE

**in your district's or state's arts advocacy day—schedule meetings with your legislators and be prepared to “make the case” for standards-based theatre education.**



# 6 PROMOTE

the standards in EdTA's Community pages, through blogs and discussions about their purpose and value, and share updates on standards adoption progress, interest, and use in your school, district, and state.

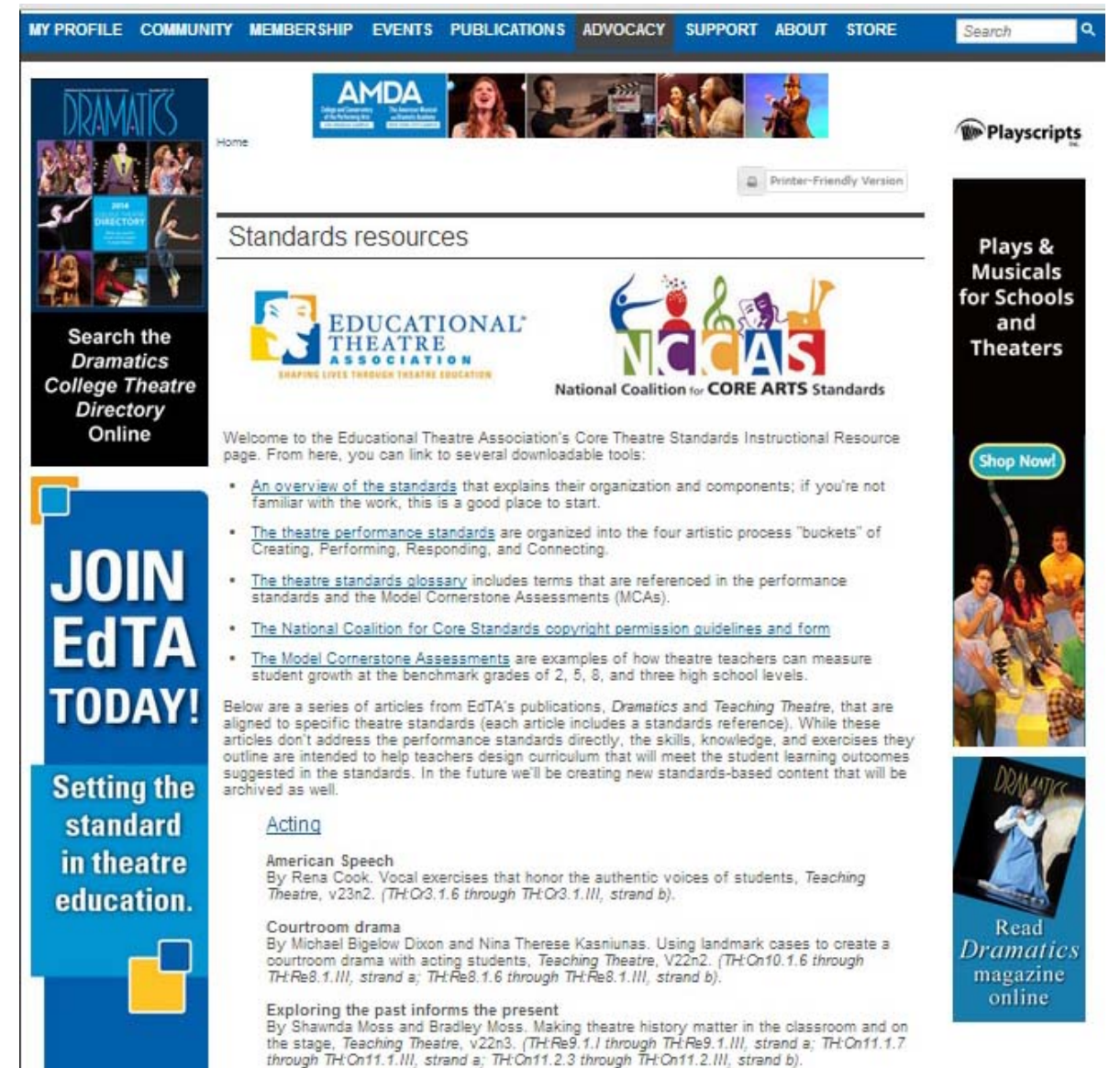


The screenshot displays the EdTA website's 'My Communities' section. At the top, the EdTA logo and navigation menu are visible. A sidebar on the left promotes joining EdTA today. The main content area lists several communities with their descriptions and member counts. A right sidebar features a 'Plays & Musicals for Schools and Theaters' section with a 'Shop Now!' button and a 'Read Dramatics magazine online' link. The footer contains copyright information for 2014.

Community Name	Description	Join Button	Member Count
2014 EdTA National Conference	This is a closed community for Conference 2014 delegates. When you complete the registration process, we will email you information about how to access this co...	Join	25 / 21 / 252
Advocacy	The advocacy community is where EdTA members and others can share and find information about national and state issues, policies, and initiatives that are impacting...	Join	28 / 18 / 88
EdTA Staff	A place for the EdTA staff members to share information and resources.	View	222 / 17 / 25
Open Forum	An open community that any teacher, student, parent, advocate, administrator or artist is welcome to join. This is the starting place for all general activity...	Join	3.1K / 98 / 5.8K
Prop, Costume and Set Sharing (MEMBERS ONLY)	This group is a benefit of active membership in the Educational Theatre Association. Members can make arrangements to rent, buy, share, or borrow prop, costume...	Join	28 / 2 / 23
Thespian Festival	If you have been to Festival, plan to attend Festival, support Festival, or are just interested in learning more, this is the place for you. Anyone who joins this...	Join	218 / 12 / 388



# 7 SIGN UP for an EdTA Standards Professional Development Webinar or volunteer to become a standards mentor.



MY PROFILE COMMUNITY MEMBERSHIP EVENTS PUBLICATIONS ADVOCACY SUPPORT ABOUT STORE Search

Home

Print-Friendly Version

## Standards resources

EDUCATIONAL THEATRE ASSOCIATION  
SHAPING LIVES THROUGH THEATRE EDUCATION

National Coalition for CORE ARTS Standards

Welcome to the Educational Theatre Association's Core Theatre Standards Instructional Resource page. From here, you can link to several downloadable tools:

- [An overview of the standards](#) that explains their organization and components; if you're not familiar with the work, this is a good place to start.
- [The theatre performance standards](#) are organized into the four artistic process "buckets" of Creating, Performing, Responding, and Connecting.
- [The theatre standards glossary](#) includes terms that are referenced in the performance standards and the Model Cornerstone Assessments (MCAs).
- [The National Coalition for Core Standards copyright permission guidelines and form](#)
- [The Model Cornerstone Assessments](#) are examples of how theatre teachers can measure student growth at the benchmark grades of 2, 5, 8, and three high school levels.

Below are a series of articles from EdTA's publications, *Dramatics* and *Teaching Theatre*, that are aligned to specific theatre standards (each article includes a standards reference). While these articles don't address the performance standards directly, the skills, knowledge, and exercises they outline are intended to help teachers design curriculum that will meet the student learning outcomes suggested in the standards. In the future we'll be creating new standards-based content that will be archived as well.

### Acting

**American Speech**  
By Rena Cook. Vocal exercises that honor the authentic voices of students, *Teaching Theatre*, v23n2. (TH:Cr3.1.6 through TH:Cr3.1.III, strand b).

**Courtroom drama**  
By Michael Bigelow Dixon and Nina Therese Kasniunas. Using landmark cases to create a courtroom drama with acting students, *Teaching Theatre*, V22n2. (TH:On10.1.6 through TH:Re8.1.III, strand a; TH:Re8.1.6 through TH:Re8.1.III, strand b).

**Exploring the past informs the present**  
By Shawnda Moss and Bradley Moss. Making theatre history matter in the classroom and on the stage, *Teaching Theatre*, v22n3. (TH:Re9.1.1 through TH:Re9.1.III, strand a; TH:On11.1.7 through TH:On11.1.III, strand a; TH:On11.2.3 through TH:On11.2.III, strand b).

**JOIN EdTA TODAY!**  
Setting the standard in theatre education.

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Playscripts

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Read *Dramatics* magazine online

EDUCATIONAL THEATRE ASSOCIATION  
SHAPING LIVES THROUGH THEATRE EDUCATION



# 8 USE

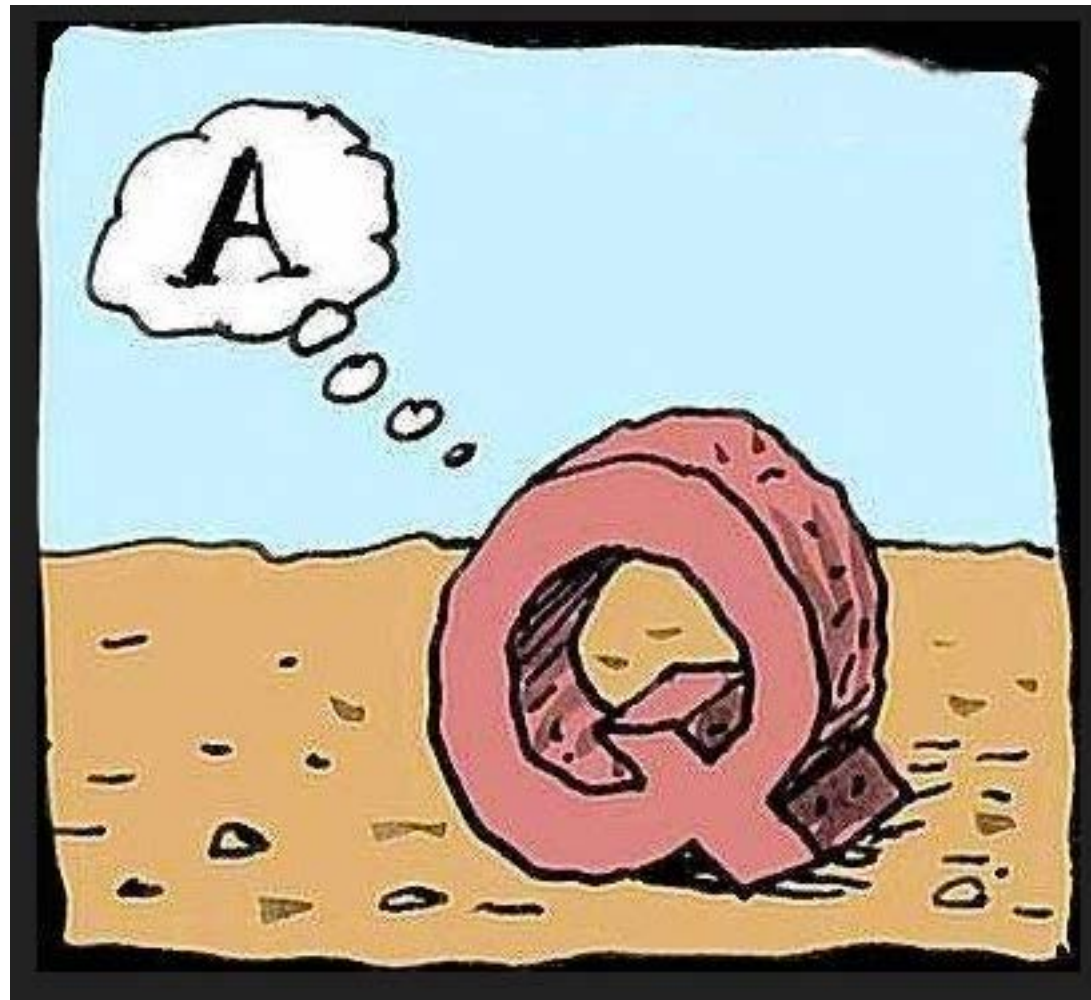
**the theatre standards!—  
in your curriculum,  
and classroom  
& on your stage**



**These are YOUR standards—  
use them to help your students learn  
and grow & build a groundswell of  
support for adoption.**







**Questions?**