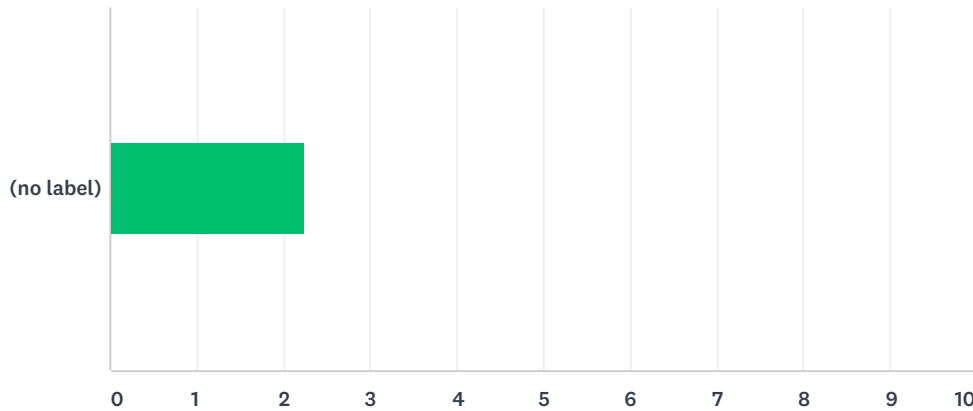


Q1 The standards in this strand are developmentally appropriate.

Answered: 43 Skipped: 3



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	41.86% 18	18.60% 8	13.95% 6	25.58% 11	43	2.23

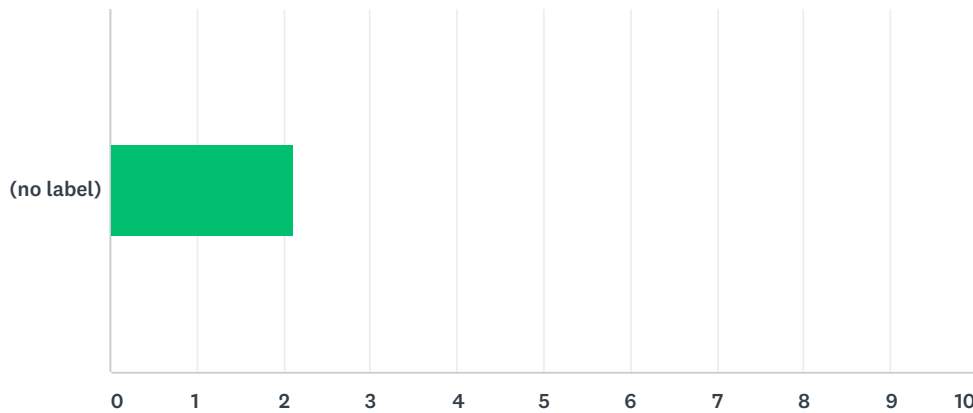
#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Some of the grade levels they have suggested certain objectives seem developmentally inappropriate. It would be difficult for the majority of students in these grades to perform these tasks and therefore be frustrating to these individuals.	1/31/2019 9:52 PM
2	Some are far too basic, and others don't lead the students or teachers anywhere.	1/31/2019 4:07 PM
3	Many standards in this strand could easily be applied in various grade levels and are not specific to the grade levels to which they have been designated.	1/29/2019 2:28 PM
4	Perfect! I appreciate that they're aligned with the National Standards finally.	1/28/2019 12:57 PM
5	It seems that this is implied that every district will be teaching TAB, with no distinct and logical building of skill, vocabulary, or necessary exploration of a variety of media. When an administrator reviews these standards, they will decrease funding for the arts because standards no longer include specific media that the teacher must use. I am a teacher at a standards based grading school and our focus of our curriculum relies heavily on the state's expectation of standards.	1/25/2019 3:19 PM
6	The standards leave too much room for interpretation. There is no skills based standards that build upon prior knowledge as the students progress.	1/25/2019 3:19 PM
7	The inclusion of collaboration is not always necessary and seems forced in some areas - almost arbitrarily or as a way to force a difference between very similar objectives from one grade to the next. I'm not advocating for the removal of collaboration. It certainly has its value. However, there should be a little more leeway in where collaboration is incorporated. Unless collaboration is the main goal, give teachers the option: "individually or collaboratively."	1/25/2019 11:31 AM
8	VA:Cr1.2.5 Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. What? This is hard for me to understand, much less discuss what is expected to 5th graders as well as measure in an assessment.	1/23/2019 6:27 PM
9	Where are the standards that say what the student is to create or demonstrate having an understanding of? For example, current standard says "Create a self portrait" or "Create an abstract work of art"	1/22/2019 11:20 AM

Fine Arts Standards - Visual Arts - Create

10	I'm very disappointed in the lack of skills in the standards. I understand the desire to create learning objectives similar to the national standards, but I expected something in between. Being an art teacher before any art standards, I also understand the need for skills. The lack of curriculum actually put more pressure on me as a beginning teacher. I felt the need to reach everything in one year, advancing every skill each grade level change. When standards were created, I actually realized some skills could be taught every other year, such as portraits. With these current learning standards, there will be a lack of consistency amongst districts, and potentially within districts. This will make collaboration even more challenging. In a world that should feel more connected and growth in professional Learning Communities, this will be a big step backwards, and many new teachers will feel like a lone wolf much like I did when I started teaching. This lack of consistency is very disappointing.	1/20/2019 7:48 PM
11	We are concerned about how and when to introduce and teach techniques. We are OK with the brainstorming aspect and giving the students choices in their creation process, but feel that they need more direction in skills and media.	1/18/2019 8:53 AM
12	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used. Art honestly does not need as much collaborative work. Art is an individual element that needs to be explored by ones self. Some collaborative work is fine but after viewing these standards, its mostly collaborative.	1/17/2019 9:05 AM
13	I think you need to relook at the old standards. They at least showed what teachers were supposed to be teaching at each grade level. These new standards basically state we don't need to make art, just talk about it. Its no wonder core classes look down on art and music as unnecessary, these standards make it sound as if we just need to talk to kids about how art makes us feel, we don't really need to teach them any basic art skills.	1/16/2019 11:12 AM
14	FINALLY! Children are able to "CREATE." In other versions of standards items are so specific there is no room for a child to make creative decisions or express themselves. Through these, they can. ARTISTS CREATE!	1/15/2019 3:21 PM
15	It would be nice if there were some additions to the national standards in create that specify medias or techniques to be taught at each grade level. This helps a lot when transient students move from place to place.	1/8/2019 8:25 AM
16	High school standards look great, as do middle schools... they flow nicely and stair step cohesively.	1/6/2019 10:01 PM
17	I think that it would be more appropriate to span these strands from K-8th grade giving more time to work through them as some are more appropriate for older students. Also, some schools may not have necessary facilities/supplies to complete all the the standards by the end of 6th grade.	1/2/2019 1:05 PM
18	These standards are too vague to clearly understand the expectations for students. How will these standards be measured for mastery?	12/14/2018 3:03 PM
19	At higher levels art should not be called "Play and Ideation." "Document early stages of the creative process..." is not creating, it's documenting.	12/14/2018 2:50 PM
20	Remove the word play.	12/7/2018 2:38 PM

Q2 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 43 Skipped: 3



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	44.19% 19	23.26% 10	9.30% 4	23.26% 10	43	2.12

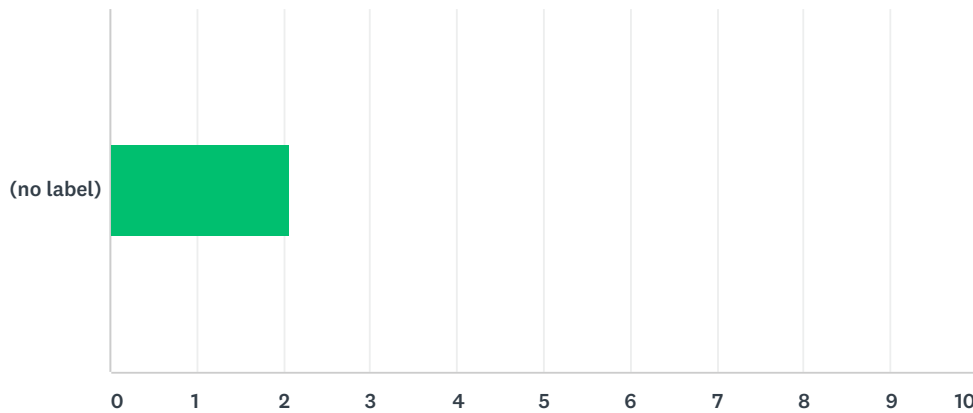
#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	See above. They do not build on each other--most just alter the same "goal" in a slightly different way.	1/31/2019 4:07 PM
2	Many standards in this strand could easily be applied in various grade levels and are not specific to the grade levels to which they have been designated.	1/29/2019 2:28 PM
3	Many of these standards are wordy, with no logical outcome. In third grade, Create 1.B.3. states "Apply knowledge of available resources, etc." How do you assess this?	1/25/2019 3:19 PM
4	The standards leave too much room for interpretation. IF you are a TAB classroom then perhaps the standards seem coherent. As a standards based grading school I would not know how to even being to assess their learning based on these standards.	1/25/2019 3:19 PM
5	Again, the standards are coherent, but the differences are often minute and seem forced.	1/25/2019 11:31 AM
6	See above comment. I really don't know what recommendation to make to revise to the standard mentioned in the first comment; maybe leave out the word "demonstrate" for starters. It just isn't clear to me what is expected, too wordy. Am I to discuss rough drafts (which I do)? Brainstorming and other graphic organizers?	1/23/2019 6:27 PM
7	Consider updating what was previously written with this type of language. The lack of connection between the skills is a bigger problem than the skills themselves.	1/20/2019 7:48 PM
8	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:05 AM
9	They do, they are just very vague and give no specifics. For many rural schools without curriculum directors, the broadness is just a little too broad. I would like our state standards to narrow the focus of the national standards down just a bit.	1/8/2019 8:25 AM
10	Come up with clear standards that include art elements and art principles and are measurable.	12/14/2018 3:03 PM

Fine Arts Standards - Visual Arts - Create

11	There is a coherent path but none of the standards address any art creating skill or vocabulary. The Elements and Principles of Art are not mentioned anywhere in the "Create" standard.	12/14/2018 2:50 PM
12	I do not teach all grade levels, so I do not feel comfortable commenting on every level.	12/7/2018 2:52 PM
13	Remove the word non-toxic in Kindergarten.	12/7/2018 2:38 PM

Q3 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 42 Skipped: 4



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	59.52% 25	4.76% 2	4.76% 2	30.95% 13	42	2.07

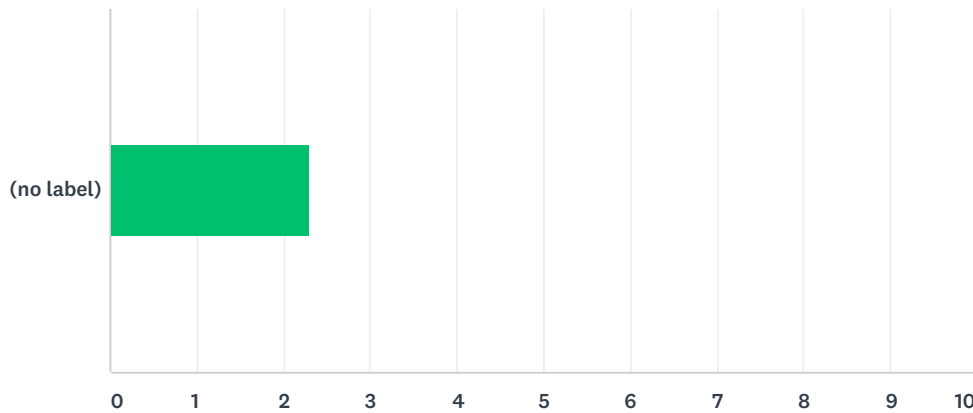
#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	The standards are rigorous but unrealistic and would set students up for failure.	1/31/2019 9:52 PM
2	They are too basic at most levels.	1/31/2019 4:07 PM
3	These standards are far more rigorous for the STUDENTS versus the former standards that were dependent upon the teacher setting the goals for students.	1/28/2019 12:57 PM
4	Too rigorous, if anything. Lower level standards are especially inappropriate.	1/25/2019 3:19 PM
5	Again, the standards can be interpreted in far too many ways. My interpretation of what the standard means may be view very differently from another teacher. My school's teaching coaches are in agreement regarding interpretation.	1/25/2019 3:19 PM
6	See above comments. They are rigorous.	1/23/2019 6:27 PM
7	Rigoe is very vague.	1/20/2019 7:48 PM
8	At elementary and middle school we feel that these are acceptable. At the high school level if we were in an ideal world and all students were self motivated, these would work. But, with some students, it can be a struggle just to complete projects and reach deeper dok levels and use higher level thinking. We would like to see an additional column for students between proficient and accomplished.	1/18/2019 8:53 AM
9	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:05 AM
10	What was the thought process for taking out all of the process related standards. These new standards basically show that as long as kids can talk about their art, they don't need to know how to make it. I am highly disappointed in the ideas for these standards. I think a few of them are fine but you lost the main part of being an art teacher when basically we took out the basic skill sets that are built upon in grades k-12.	1/16/2019 11:12 AM

Fine Arts Standards - Visual Arts - Create

11	Children are allowed to start their learning journey where they are ready and grow in their own time. These allow for automatic differentiation for teachers to build rigor per student.	1/15/2019 3:21 PM
12	They do, though I feel like most teachers in Missouri are going to need training, and that isn't something I've ever seen for art teachers. When new Math and ELA standards come out, the teachers get training.	1/8/2019 8:25 AM
13	The standards provide only "fluff." Students will disregard art as another content class, without any actual content.	12/31/2018 10:25 PM
14	These standards are too vague to clearly understand the expectations for students. How will these standards be measured for mastery?	12/14/2018 3:03 PM
15	These standards are too vague to clearly understand the expectations. For instance, "Apply methods to overcome creative blocks," how do you measure this standard for mastery?	12/14/2018 2:50 PM
16	Standards are very open ended.	12/7/2018 2:52 PM

Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 44 Skipped: 2



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	43.18% 19	13.64% 6	13.64% 6	29.55% 13	44	2.30

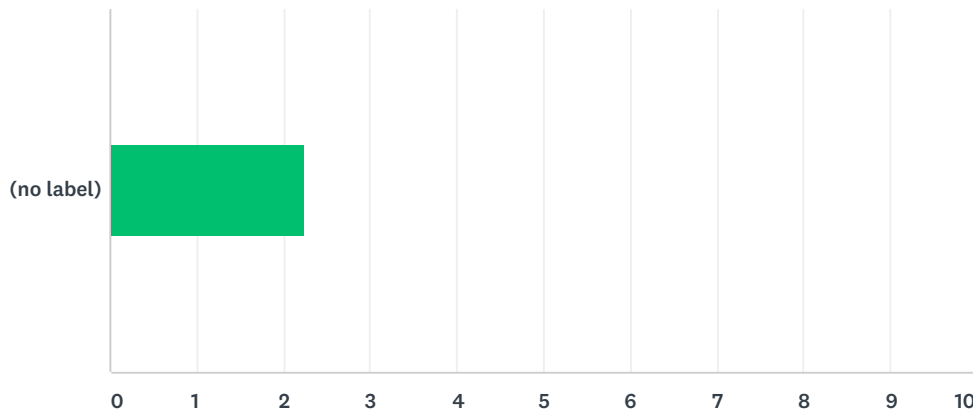
#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	It would be highly difficult to assess this standard of creativity and that it involves.	1/31/2019 9:52 PM
2	Completely un-assessable. most are vague, and only concerned with process of artistic thinking.	1/31/2019 4:07 PM
3	It is worth noting that some schools may not be able to assess to all levels. If a small high school only has introductory art classes available, they might not be able to have their students reach the highest high school level attainable. The standards do not need to be rewritten; however, this needs to be noted. This is true for all of the Visual Arts sections.	1/30/2019 2:46 PM
4	Yes but that depends on the design of a state assessment.	1/29/2019 2:28 PM
5	No. I only see my students for 35 hours for the entire year. When will there ever be time for me to teach any actual technical skills of a variety of media?	1/25/2019 3:19 PM
6	I would not be able to assess many of the different standards. There is no room for pretest/post test. The skills based standards have been tossed out with these new standards. My school uses standards based grading and I would not know where to begin. Our school's coaching teachers are confused and worried as well.	1/25/2019 3:19 PM
7	Without concrete content standards, most of these standards are difficult to assess with more than pass/fail or a checklist.	1/25/2019 11:31 AM
8	See above comments; specifically the one that suggests to leave out "demonstrate." VA:Cr21.4 Explore and invent art-making techniques and approaches. Exploring is one thing, inventing is another! I don't think inventing will be easy to assess. I guess they either invent something new or they do not; pass/fail...? Seems subjective.	1/23/2019 6:27 PM
9	How are brainstorm and elaborate going to be assessed?	1/22/2019 11:20 AM

Fine Arts Standards - Visual Arts - Create

10	I don't understand how protests could be created without skills to assess, how skill builders could be created without skills, or how students would determine their growth in specific skills. Art would be back in the subjective category again.	1/20/2019 7:48 PM
11	These feel a bit vague at all levels. We would appreciate additional examples of rubrics or grading scales at each level to give us some guidelines on how to access this area. Would it be possible to have an example lesson, covering all of the different parts of the curriculum... possibly available through a website?	1/18/2019 8:53 AM
12	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:05 AM
13	Theres no formal assessment to grade students on how they feel and how art makes them feel. You took out all the basic skill building lessons and replaced them with conceptual ideas rather than concrete ideas.	1/16/2019 11:12 AM
14	Yes, if you are assessing by standard.	1/15/2019 3:21 PM
15	I felt that some of the strands were subjective and might be difficult to asses.	1/9/2019 12:19 PM
16	They can, but more examples or training on assessment is needed above and below 5th grade.	1/8/2019 8:25 AM
17	I don't think a state assessment of any kind is necessary.	1/6/2019 10:01 PM
18	assessment is way too objective to be assessed the same for each student.	1/2/2019 1:05 PM
19	The standards written cannot be assessed, because they are largely opinion based. There is no set standard to hold students to.	12/31/2018 10:25 PM
20	These standards are too vague and subjective to be assessed.	12/14/2018 3:03 PM
21	These standards are too vague to clearly understand the expectations. For instance, "Apply methods to overcome creative blocks," how do you measure this standard for mastery?	12/14/2018 2:50 PM
22	As stated, standards are open ended and would be very difficult to assess.	12/7/2018 2:52 PM

Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 44 Skipped: 2



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	43.18% 19	18.18% 8	11.36% 5	27.27% 12	44	2.23

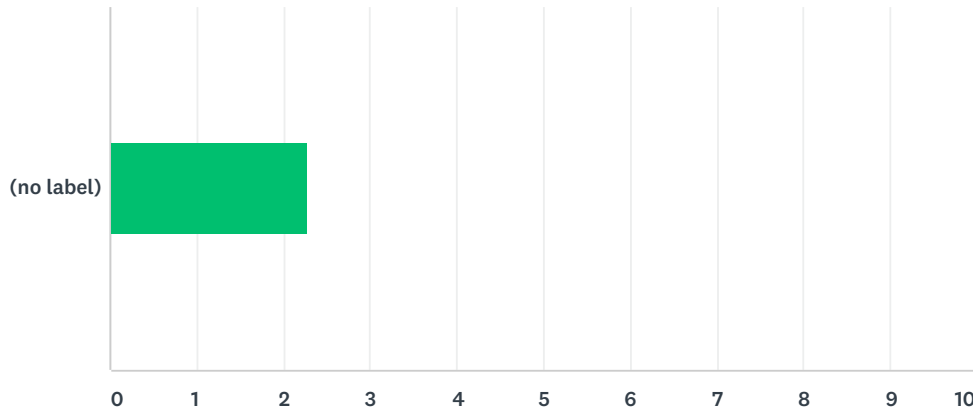
#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	These standards are hard to understand, not to mention difficult to teach and would be difficult explaining to parents and other stakeholders on how this affects their child and how they are assessed.	1/31/2019 9:52 PM
2	Nope--only if they are TAB teachers (which in my experience, parents with students being taught TAB believe their kids are not being taught anything.) I think these will be very confusing and useless to many teachers and parents.	1/31/2019 4:07 PM
3	The are very similar to the National Standards.	1/30/2019 4:40 PM
4	Many of these terms and concepts are unfamiliar to our parents and would ne3 to be explained.	1/29/2019 2:28 PM
5	If I don't understand them, how would I be able to explain this to parents and administrators?	1/25/2019 3:19 PM
6	There are far too many ways in which one can interpret each standard. Many are far too "wordy" and are not logical in the school setting. The standards seem to teach more about art theory rather than creation. It does not guide the students in how to use materials and different media.	1/25/2019 3:19 PM
7	I view the "Create" strand especially as yet another over-correction in the field of education. The old standards may have been too tightly focused on assigning very specific, concrete content standards (vocab, media, genre, etc.) to each grade level, but these new proposed standards veer too far off into just the broad - often vague - Big Picture concepts/ideas. We need to strike a balance between the two. We need a bit more guidance on specific media and genres for consistency. Or is the intent of these new standards to switch all art classes over to Teaching for Artistic Behavior (TAB)/choice-based art education?	1/25/2019 11:31 AM
8	See above comments.	1/23/2019 6:27 PM
9	This is the biggest problem. Parents and administrators need to see growth, and understand areas for improvement.	1/20/2019 7:48 PM

Fine Arts Standards - Visual Arts - Create

10	These seem a bit overwhelming and vague for the art teacher. We feel that they will will be interpreted differently by each individual. For parents and administration, we do feel this is confusing.	1/18/2019 8:53 AM
11	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used. I personally don't like how these standards and strands are worded. The verbiage used is entirely to vague.	1/17/2019 9:05 AM
12	They should be....	1/15/2019 3:21 PM
13	some were very wordy and might be difficult to explain to parents.	1/9/2019 12:19 PM
14	Maybe, they are a little lofty.	1/8/2019 8:25 AM
15	I wonder if teachers who lack current training or are currently informed with art education trends will follow... I can easily see some of the more out of touch teachers not understanding some of the newer phrases. I wonder if once these are published... perhaps a user guide would be nice. I LOVE how tied to the national standards these are. Holy cow, they are great! Some teachers might just have to put in a bit more work to understand how they translate ... instead of them being explicit elements and principles crapola. Great work!	1/6/2019 10:01 PM
16	individuals would need more information on a different level to understand. Many parents and stakeholders do not know or understand the education "jargon".	1/2/2019 1:05 PM
17	Parents expect an art class to be a class which allows their student to learn how to create art using proper techniques. The core content of an art education course has been completely omitted or overlooked in these standards.	12/31/2018 10:25 PM
18	These standards are too vague to clearly understand the expectations for students. How will these standards be measured for mastery?	12/14/2018 3:03 PM
19	No, too vague to explain what is being taught.	12/14/2018 2:50 PM

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 42 Skipped: 4



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	45.24% 19	14.29% 6	7.14% 3	33.33% 14	42	2.29

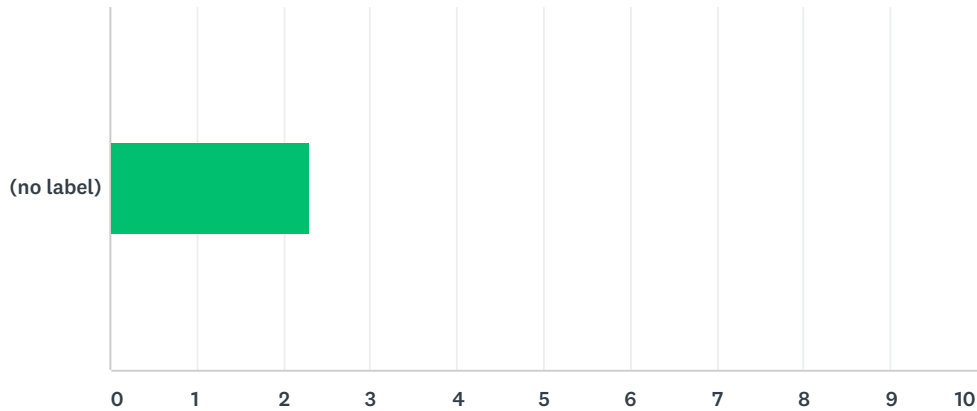
#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Creativity and exploration should always be cultivated, but they are not the only skills that should be focused on to be college and/or career ready.	1/31/2019 9:52 PM
2	They are helpful for language arts standards. They may help with students' understanding of artistic thinking and planning, but they don't have clear goals, and will not help students learn to reach specific requirements as will be required in college and careers.	1/31/2019 4:07 PM
3	While the standards represent high level of DOK, critical thinking, and open-ended essential questioning, there is a complete lack of focus on the elements and principles of art. There are no requirements to learn various media, including but not limited to printmaking, ceramics, photography, digital art, and fiber arts. There seems to be little accountability for a teacher who just wants students to draw with crayons all year.	1/29/2019 2:28 PM
4	IF a student's plan was to become a working artist, then perhaps these standards would be appropriate and necessary to reach career readiness. A physical education teaches sports, not to create an NBA star, cut to create people skills, now to communicate with others, and how to live a healthy life style. An art teachers job is to help student problem solve, allow for self expression, learn new skills and how to do them well, and show students how art is interwoven with core subjects. It is everywhere and in everything. These standards fail to do that.	1/25/2019 3:19 PM
5	I view the "Create" strand especially as yet another over-correction in the field of education. The old standards may have been too tightly focused on assigning very specific, concrete content standards (vocab, media, genre, etc.) to each grade level, but these new proposed standards veer too far off into just the broad - often vague - Big Picture concepts/ideas. We need to strike a balance between the two. We need a bit more guidance on specific media and genres for consistency. Or is the intent of these new standards to switch all art classes over to Teaching for Artistic Behavior (TAB)/choice-based art education?	1/25/2019 11:31 AM

Fine Arts Standards - Visual Arts - Create

6	With the caveat that "college and/or career readiness" will always be a moving target, one concern some of my art teachers have is that the proposed standards don't define with specificity goals for skill sets. It seems to be up to the individual teacher to clarify what it means to be proficient or advanced with specific tools that college entrance exams demand.	1/24/2019 7:51 AM
7	See above comments. Content is necessary, overall.	1/23/2019 6:27 PM
8	Art teachers are smart and create this on their own, but the standards are not helping with this.	1/20/2019 7:48 PM
9	For the student who intends to choose a career path in the arts, these are spot on. For the average high school student, these seem a bit intense.	1/18/2019 8:53 AM
10	No. This does not prepare a student to reach college or a career. The only aspect that could possibly be interpreted as "college and/or career readiness" would be the collaboration which is unnecessary in an art setting. The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:05 AM
11	These allow for creativity and collaboration growth. Children need these skills far beyond any others to be ready for graduation and LIFE.	1/15/2019 3:21 PM
12	As most college art content professors are stuck in E&P land, I'm not sure that they do, colleges will have to change their focus.	1/8/2019 8:25 AM
13	k-6 is laying foundational information. this is not enough to have them career/college ready for an art degree or employment.	1/2/2019 1:05 PM
14	Students who wish to persue ANY college class pertaining to art will NOT be prepared if these standards pass as is. They will likely not know anything about the proper technique, uses of media and principles of art. If these students are taught only your curriculum, they will FAIL at the college level.	12/31/2018 10:25 PM
15	These standards are too vague to clearly understand the expectations for students. How will these standards be measured for mastery?	12/14/2018 3:03 PM
16	Absolutely not, when do we actually teach art skills and vocabulary?	12/14/2018 2:50 PM
17	That would depend on what they want to major in.	12/7/2018 2:52 PM

Q7 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 42 Skipped: 4



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	45.24% 19	9.52% 4	14.29% 6	30.95% 13	42	2.31

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	I do not agree that this strand is accurate and encompasses the breadth of the content.	1/31/2019 9:52 PM
2	These standards are only acceptable to those who use TAB techniques. They do not cover any techniques, history, or real, defined skills.	1/31/2019 4:07 PM
3	While the standards represent high level of DOK, critical thinking, and open-ended essential questioning, there is a complete lack of focus on the elements and principles of art. There are no requirements to learn various media, including but not limited to printmaking, ceramics, photography, digital art, and fiber arts. There seems to be little accountability for a teacher who just wants students to draw with crayons all year.	1/29/2019 2:28 PM
4	What content? It continues to stress that students will be creating artwork. Okay, great. Now where are they assessed on their knowledge of the elements of art? Or their understanding of hand building techniques?	1/25/2019 3:19 PM
5	These standards fail to encompass the breadth of the content. I feel these standards leave too much room for interpretation. IF I was a pottery loving teacher then I could teach all these standards and ONLY teach ceramics to my students. The old standards expected teachers to teach all art subjects to their students. They were exposed to painting, drawing, art history, ceramics, sculpture, fibers etc. I feel with these new standards that leave far too much room to discard some of the necessary exposure art students should have.	1/25/2019 3:19 PM
6	I view the "Create" strand especially as yet another over-correction in the field of education. The old standards may have been too tightly focused on assigning very specific, concrete content standards (vocab, media, genre, etc.) to each grade level, but these new proposed standards veer too far off into just the broad - often vague - Big Picture concepts/ideas. We need to strike a balance between the two. We need a bit more guidance on specific media and genres for consistency. Or is the intent of these new standards to switch all art classes over to Teaching for Artistic Behavior (TAB)/choice-based art education?	1/25/2019 11:31 AM

Fine Arts Standards - Visual Arts - Create

7	See above comments.	1/23/2019 6:27 PM
8	We still feel that it is hard to know where to plug in the connections to the art elements and principles. We may need more specific standards in the create section dealing with processes when using different media and in how they plug into the elements and principles.	1/18/2019 8:53 AM
9	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 9:05 AM
10	They don't encompass a breadth, they are too broad as they don't clearly define any content. When you look at other subjects, specific content is mentioned at each grade level, these mention one content area or a small list per grade level.	1/8/2019 8:25 AM
11	Little to no actual art content is included in these standards. Add actual content (techniques, principles of art and design). The standards set are not even remotely adequate.	12/31/2018 10:25 PM
12	These standards are too vague to clearly understand the expectations for students. How will these standards be measured for mastery?	12/14/2018 3:03 PM
13	These standards could be applied to any classroom because they are so vague. They do not contain art content.	12/14/2018 2:50 PM

Q8 Overall comments regarding the proposed standards for Visual Arts (Create)

Answered: 27 Skipped: 19

#	RESPONSES	DATE
1	I don't understand what was wrong with our previous standards. Being creative is something that can be encouraged but cannot be taught exactly. With each project a student works on it is up to them how creative they choose to be. I believe creativity is already being encouraged alongside creating art so why do we now need a standard for it. Where is learning about skills like cutting, gluing, and the elements and principles like line, color, shapes... These are key to build up vocabulary and refining skills. With practice makes one better at the skill at hand.	1/31/2019 9:52 PM
2	There are no clear goals, only good for TAB teachers, even the vocab feels like strictly Language Arts standards. Most of these (play, investigate, skill aquisition, reflect) could be combined into one standard--thinking artistically. Very disappointing	1/31/2019 4:07 PM
3	*This shift in GLEs is going to be fantastic for our students. We need to evolve as teachers to create lessons and units that are more driven by student creativity and critical thinking. These will allow us to get beyond low level rote skills and create assessments that evaluate true artistic process skills. These get me excited to teach art again!	1/31/2019 4:05 PM
4	Looks good, glad they focused on the National Standards and kept thing broad enough that teachers can interpret how and what to teach based on their school, students and available resources.	1/30/2019 4:40 PM
5	The careful scaffolding of the standards under the Create strand facilitates the opportunity for visual arts students to develop into artistically literate citizens. Learning is more individualized, collaboration is incorporated in meaningful ways, students have the opportunity to experiment with media and play with ideas, and critical thinking is nurtured and developed - all essential skills for 21st century learning.	1/30/2019 4:09 PM
6	The standards are nice and broad, and reflect a deeper understanding of art and the art process than the previous standards, which were too specific and seemed arbitrary sometimes. I appreciate how the high school level is branched into Proficient, Accomplished, and Advanced. This is much more realistic than the previous grade level distinctions. Also, these levels of assessments are a much better fit for writing SLOs. This goes for all of the Visual Arts sections.	1/30/2019 2:46 PM
7	In general, it seems that the National Standards have been very heavily relied on. In some ways this can be a good thing because it might move toward more creativity in the classroom. I am concerned, however, that they may be too open-ended and allow too much freedom for teachers. I certainly don't want little robotic teachers, but this seems to move away from a "Let's make sure we all do this" attitude to a "Oh, my, let's make some art today!" attitude. We did look at a couple of other states and see that this is the way they seem to be headed also, but we don't really understand the drastic move from a specific skill set for students to a very liberal set of outcomes. I did not fill out the entire survey since this is an overall feeling that I have about all sections of the art curriculum.	1/30/2019 10:32 AM
8	I thought that these standards were well-thought out and demonstrate a need for learning visual arts. The play and ideation are an excellent addition as research shows that play is the first step in a child's developmental growth. With this, teachers will not have to feel bad about allowing students to "play" with materials or concepts prior to lessons. The connect standards are also a nice touch to push students to think at a higher and deeper level while again showing why visual arts are important in a child's education.	1/28/2019 8:27 AM
9	I was excited to move past GLE's because I was hoping that they wouldn't be so specific to each grade level. My comment on how to improve this section would be to condense the GLE's expectations then infuse your proposed standards in the advanced high school courses (where it is more appropriate).	1/25/2019 3:19 PM

Fine Arts Standards - Visual Arts - Create

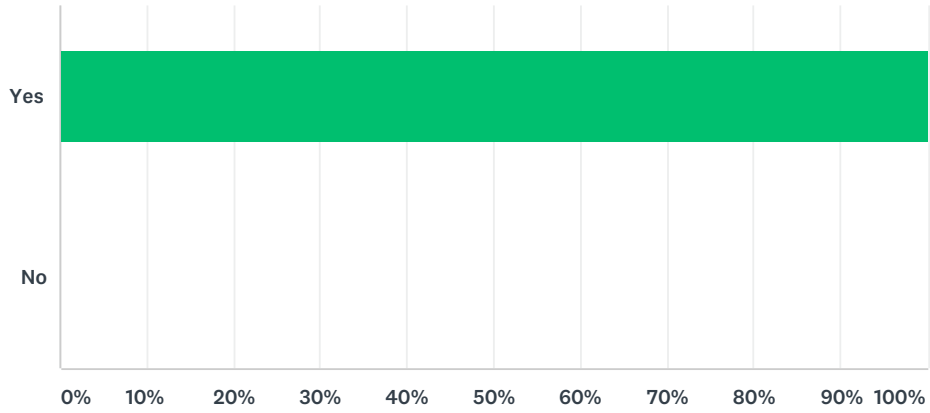
10	I would be very interested in know who created these standards. How many art teachers were involved? As a 20 year veteran teacher, I feel as though the old standards were completely tossed and they were replaced by theoretical ideas. Perhaps the old standards and the new standards can be "melted" together. Start with skills based standards in the younger grades and allow for more choice and growth as the students progress. We have to teach them HOW to create art before we can expect them to CREATE their own art. Just as a coach teacher the basics and practice, practice, practice. Only then do they play the game. Also, art is not just about a painting on the wall in a home or at a gallery. It is in math, science, language arts, and technology. Our students are so invested in technology that we have to show them how art and design correlate.	1/25/2019 3:19 PM
11	I view the "Create" strand especially as yet another over-correction in the field of education. The old standards may have been too tightly focused on assigning very specific, concrete content standards (vocab, media, genre, etc.) to each grade level, but these new proposed standards veer too far off into just the broad - often vague - Big Picture concepts/ideas. We need to strike a balance between the two. We need a bit more guidance on specific media and genres for consistency. Or is the intent of these new standards to switch all art classes over to Teaching for Artistic Behavior (TAB)/choice-based art education? One way to achieve more balance would be to assign vocab, media, and genre to grade ranges. For example, weaving with paper could be assigned to grades K-2, fiber weaving to grades 3-5, and so on. Assigning standards to similar grade ranges could also eliminate the awkward, arbitrary, minute differences between grade levels in the proposed standards as well. Instead of an inch deep each year, allow us to really delve deeply into these concepts at the right time.	1/25/2019 11:31 AM
12	I used the previous standards for many years and really liked the way they guided me in making lesson plans. I feel that the new standards are too broad. If I were a first year teacher, I might be intimidated by not having any guidelines. What is wrong with actually using the actual art terms when writing standards? I would hope to see them changed.	1/24/2019 1:02 PM
13	I feel a beginning teacher will be lost (or maybe it's the other way--experienced teachers will be the ones lost--ha!). The previous standards/GLEs had more structure--I could use them to help me figure out what to teach, what the students at each grade level are capable of. I realize that standards like these are for more project-based lessons where students are given a problem and can choose materials and processes as opposed to skill building and limited concept oriented lessons (I'm old school, clearly). I think you should somehow keep access to the old GLE's for new teachers to refer to. BTW, I am K-6 (in a rural school district), so I did not look at any higher grade levels or Pre-K. If needed, I will refer to this response in my responses to other strands as "See first overall comment." Thanks.	1/23/2019 6:27 PM
14	I appreciate that these GLE's allow me to teach what I know best--it is not a curriculum, but rather standards to be met. I can see how some art teachers may be confused by this. It may need some kind of explanation since it is so different. Maybe workshops at the MAEA conferences or at RPDC's.	1/21/2019 10:34 AM
15	We did this as a K-12 art department. Our team met and discussed this across the grade levels.	1/18/2019 8:53 AM
16	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used. These standards do not encompass the true "create" process of art.	1/17/2019 9:05 AM
17	I am really disappointed in the standards as presented. They are missing key skills of art elements and principles such as, line, texture, tints, shades, mixing pigments, printing, weaving, landscapes, portraits, etc., just to name a few. Even media types are left out (pencil, pastels, oil paints, etc.). The standards are too broad with lack of focus on the development of desired skills for each grade level. I much prefer the way the 2007 standards are written. They are concise, and expectations for each grade level are clearly defined. Please consider a complete rewrite of the visual art standards.	1/16/2019 12:35 PM
18	very disappointing.	1/16/2019 11:12 AM
19	THESE ARE AMAZING!	1/15/2019 3:21 PM
20	I really like the flexibility that can comes from these standards. It emphasizes producing art, thinking of art, and talking about art, all while leaving the approach and choice of content wide open. I'd vote in favor of these standards. If I can be of assistance to implement these standards or help educators achieve a classroom that is open to choice-based art education, please let me know. Thank you, Nate Lindley lindley22@gmail.com Twitter: @LindleyART	1/15/2019 8:54 AM
21	I was hoping our state standards would elaborate on the NCAS, especially in the area of create, instead they seem to mimic them and give little direction.	1/8/2019 8:25 AM

Fine Arts Standards - Visual Arts - Create

22	I think these look fantastic. As a high school teacher I am THRILLED that we are aligning with the current national standards and including 'Play/'Ideation,' 'Investigation,' and 'Interactions with art' into the mix. These are so important and so CURRENT. These standards are concise and allow for individual districts to implement conceptual thinking, thematic problem-solving, and still value technical skill.	1/6/2019 10:01 PM
23	Since our students are only required to take art through 5th grade, I feel the curriculum is over the kids heads when it comes to the upper grades.	1/2/2019 1:05 PM
24	This strand needs to be completely thrown out and rewritten. In order to create art, students must know how to do so properly, and with multiple mediums. The way the strand reads now, even high school level students could use a dollar store crayon and piece of notebook paper and have an acceptable "piece of art" to "analyze." Bring back the actual content. Require that students master the use of specific mediums to create a piece of art. Students need to create art with several materials, not limited to, clay, pencil, marker, conte crayon, pen and ink, oil pastel, chalk pastel, paints, assemblage, recyclable art, fiber arts, etc.	12/31/2018 10:25 PM
25	After looking over the draft version of the standards for visual arts I have some feedback I would like to share. The new standards seem to be very vague and open-ended. This is good in that it offers teachers a lot of freedom but this also creates the situation that individual districts will need to write standards on top of the Missouri standards to determine actual skills that will be assessed in each grade level. For example, currently I know to teach overlap to third graders and converging lines to fifth graders (both skills in creating the illusion of space). With the new standards, I may choose to teach overlap in second grade and a colleague of mine in the same district could choose to do it in third or fourth. This creates an issue for common assessment and PLC time. This also creates an issue if students move from one district in Missouri to another. I also would like to see an increase in the rigor of the standards. I believe the foundation skills learned in elementary art class (elements of art) are vital to the development of our artists and our standards should reflect this. The vague and open-ended standards might better fit high school art standards.	12/17/2018 10:52 AM
26	These standards are too vague to clearly understand the expectations for students. How will these standards be measured for mastery?	12/14/2018 3:03 PM
27	Please rewrite.	12/14/2018 2:50 PM

Q9 Do you work or reside in Missouri?

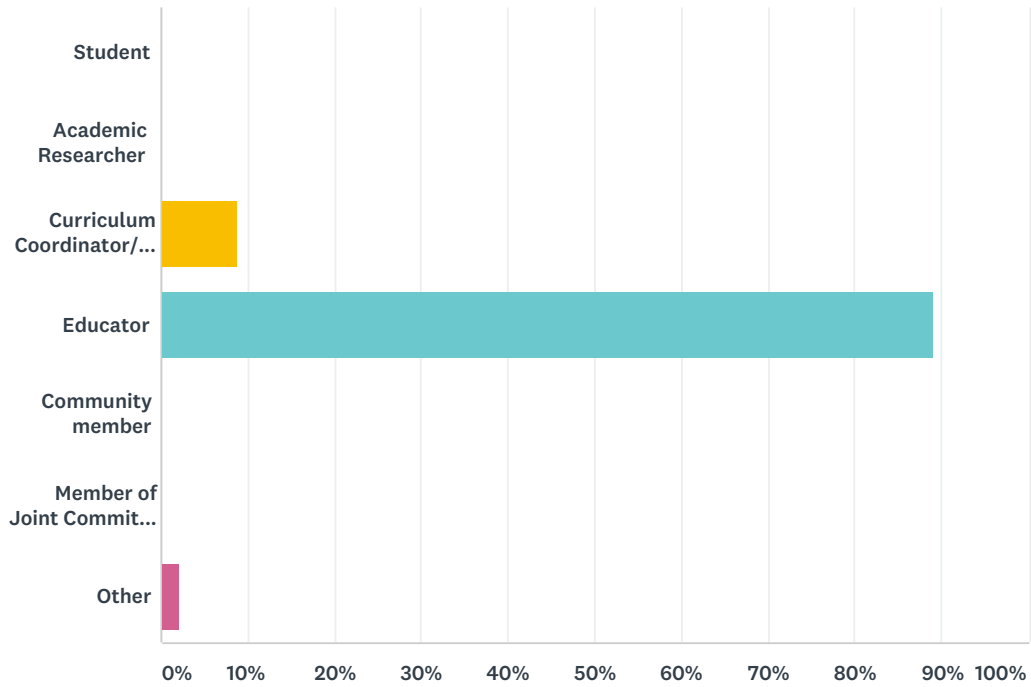
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	46
No	0.00%	0
TOTAL		46

Q10 How might you define your relationship to Missouri schools?

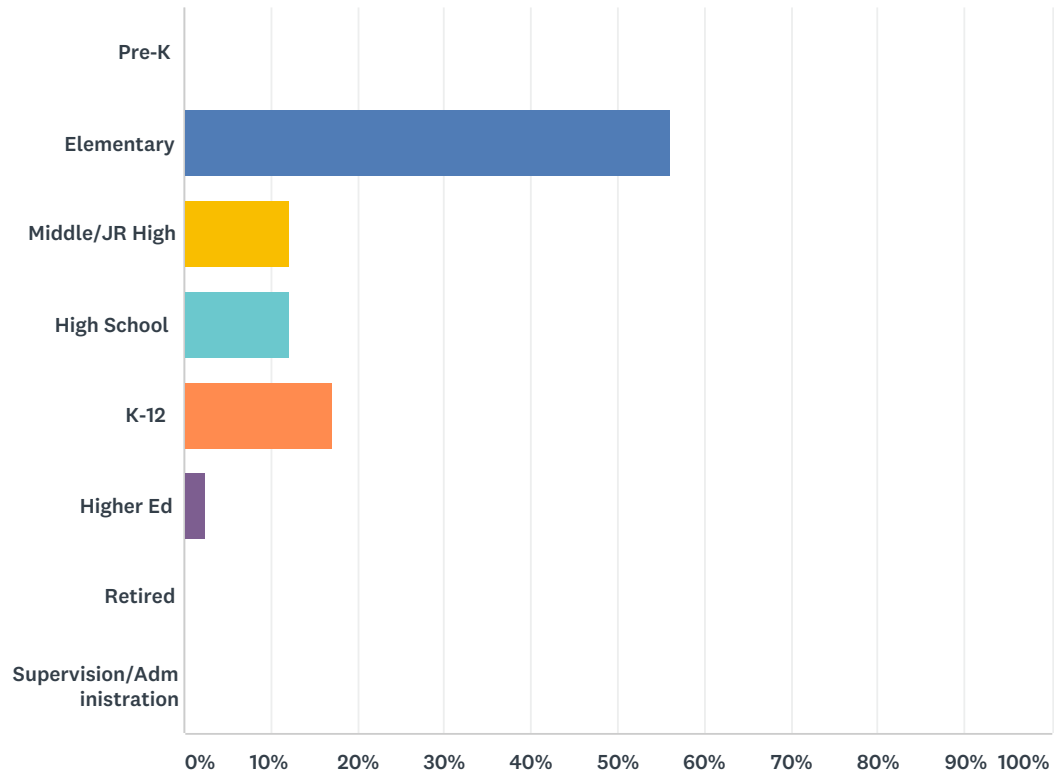
Answered: 46 Skipped: 0



ANSWER CHOICES	RESPONSES	
Student	0.00%	0
Academic Researcher	0.00%	0
Curriculum Coordinator/Specialist	8.70%	4
Educator	89.13%	41
Community member	0.00%	0
Member of Joint Committee on Education	0.00%	0
Other	2.17%	1
TOTAL		46

Q11 At what level of education are you associated?

Answered: 41 Skipped: 5

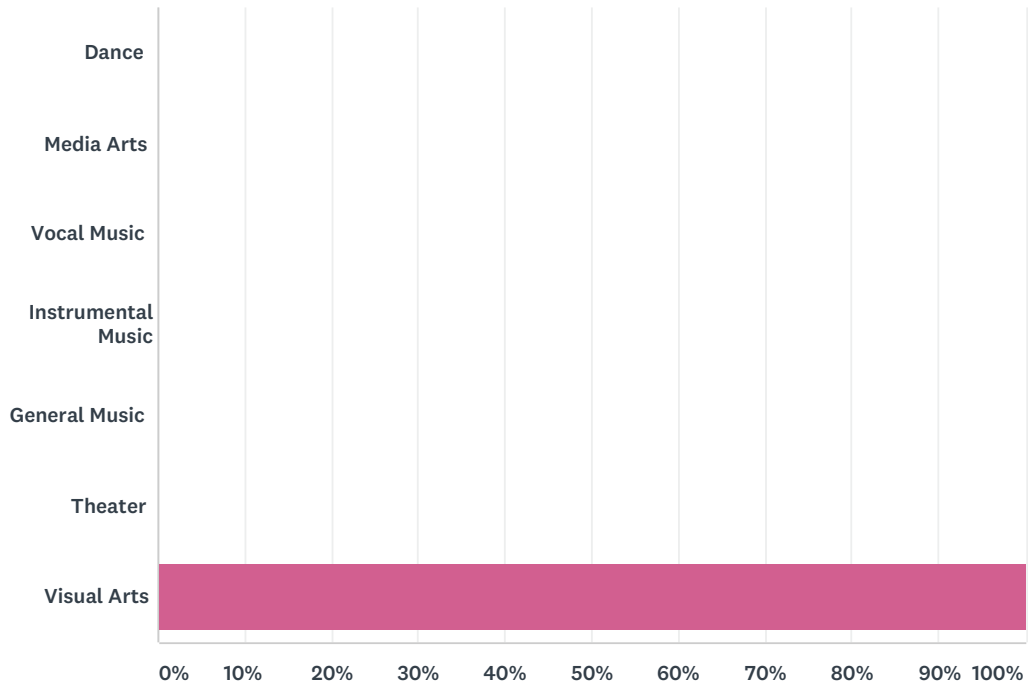


ANSWER CHOICES	RESPONSES
Pre-K	0.00% 0
Elementary	56.10% 23
Middle/JR High	12.20% 5
High School	12.20% 5
K-12	17.07% 7
Higher Ed	2.44% 1
Retired	0.00% 0
Supervision/Administration	0.00% 0
TOTAL	41

#	OTHER (PLEASE SPECIFY)	DATE
1	7th-12th grade	1/31/2019 11:30 AM
2	I also teach an AP and an ACP class at my HS	1/30/2019 2:48 PM
3	and Pre-K	1/30/2019 10:33 AM
4	K-6	1/23/2019 6:27 PM
5	We collaborated as a k-12 art team.	1/18/2019 8:55 AM

Q12 With what content area do you work?

Answered: 40 Skipped: 6



ANSWER CHOICES	RESPONSES
Dance	0.00% 0
Media Arts	0.00% 0
Vocal Music	0.00% 0
Instrumental Music	0.00% 0
General Music	0.00% 0
Theater	0.00% 0
Visual Arts	100.00% 40
TOTAL	40

#	OTHER (PLEASE SPECIFY)	DATE
1	and graphic design	1/31/2019 11:30 AM
2	administrator	1/16/2019 12:37 PM

Q13 What is your work or residential zip code?

Answered: 42 Skipped: 4

#	RESPONSES	DATE
1	65804	1/31/2019 4:08 PM
2	63304	1/31/2019 4:05 PM
3	63028	1/31/2019 11:30 AM
4	63385	1/30/2019 4:41 PM
5	65583	1/30/2019 4:09 PM
6	63125	1/30/2019 2:49 PM
7	63640	1/30/2019 10:33 AM
8	63101	1/29/2019 2:29 PM
9	64624	1/29/2019 7:46 AM
10	63017	1/28/2019 5:53 PM
11	63105	1/28/2019 12:58 PM
12	63385	1/28/2019 8:29 AM
13	65672	1/25/2019 3:20 PM
14	65672	1/25/2019 3:20 PM
15	64040	1/25/2019 11:48 AM
16	63119	1/24/2019 2:58 PM
17	64116	1/24/2019 7:52 AM
18	63764	1/23/2019 6:29 PM
19	65401	1/21/2019 10:34 AM
20	64089	1/20/2019 7:49 PM
21	64429	1/18/2019 8:55 AM
22	63901	1/17/2019 9:05 AM
23	63469	1/16/2019 12:37 PM
24	63469	1/16/2019 11:12 AM
25	63143	1/15/2019 3:21 PM
26	64096	1/15/2019 8:54 AM
27	64870	1/13/2019 6:24 AM
28	64870	1/9/2019 12:20 PM
29	64870	1/9/2019 11:29 AM
30	64468	1/8/2019 8:25 AM
31	65264	1/7/2019 1:31 PM
32	65203	1/6/2019 10:01 PM
33	64468	1/6/2019 3:27 PM
34	65536	1/2/2019 1:06 PM
35	65536	1/2/2019 1:05 PM

Fine Arts Standards - Visual Arts - Create

36	65536	1/2/2019 1:02 PM
37	63937	12/31/2018 10:26 PM
38	64089	12/17/2018 10:53 AM
39	65738	12/14/2018 3:04 PM
40	65738	12/14/2018 2:50 PM
41	63125	12/12/2018 2:57 PM
42	63303	12/7/2018 2:53 PM

Q14 Which Missouri department of higher education institute do you represent?

Answered: 0 Skipped: 46

#	RESPONSES	DATE
	There are no responses.	

Q15 What is your current role at this institution?

Answered: 0 Skipped: 46

#	RESPONSES	DATE
	There are no responses.	

Q16 How long have you worked in higher education?

Answered: 0 Skipped: 46

 No matching responses.

ANSWER CHOICES	RESPONSES
0-5 Years	0.00% 0
6-10 Years	0.00% 0
11-15 Years	0.00% 0
16-20 Years	0.00% 0
20+ Years	0.00% 0
TOTAL	0

Q17 List any current course(s) you teach:

Answered: 0 Skipped: 46

#	RESPONSES	DATE
	There are no responses.	

Q18 Name:

Answered: 0 Skipped: 46

#	RESPONSES	DATE
	There are no responses.	