

## Missouri Fine Arts Standards Implementation Guide

This guide is the first step in helping teachers make the transition from the 2007/2011 Fine Arts Grade Level Expectations in Music, Visual Art, Dance, Theater, to the new 2019 Missouri Arts Learning Expectations. One additional category of expectations, Media Arts has also been added to our arts standards.

The new expectations represent a significant change for Missouri Arts Educators. It is important to understand that no shift in our approach to arts education can happen overnight. The new expectations represent a challenge, but it is a challenge that can be met with a significant collection of resources that will be tied to our Missouri Arts Expectations. Our new Missouri Arts Standards are closely tied to, and sometimes identical to the National Core Arts Standards. There is a library of supplemental instructional materials available from the arts educator professional organizations that can serve as an initial guide for implementation, from the [National Core Arts Standards Website](#), and from other states who have adapted, or adopted the National Core Arts Standards.

It is important to remember that what we are about to adopt in Missouri are expectations and not standards. We often gloss over this, but the Show Me Standards remain our state standards. The various disciplines are broken down into grade-level expectations. Before we begin any conversation about standards and expectations, it is useful to review both the knowledge and performance [Show-Me Standards](#). Alignment coding to the Missouri Show-Me Performance Standards is an important feature of the new [Proposed Missouri Arts Grade Level Expectations](#).

It is anticipated that teachers, schools and districts will be seeking assistance in developing new curriculum, writing new units, assessments and daily lesson plans to adapt to the new arts expectations. To that end, an exceptional document from DESE that can serve as a guide for this undertaking is the [Curriculum Framework Guide](#). This guide is an effective resource to guide new curriculum development as well as adapting an existing curriculum to the new arts expectations.

Having rigorous standards and clear expectations are important to any successful arts program. Just as important are having the resources to implement the arts program. The dance, theater, visual arts and music national professional organizations have developed documents to help in ensuring high quality, equitable standards in arts programs. The document from the Arts Education Partnership includes links to [Opportunity to Learn Standards](#).

Channeling Federal Title Funds to supplement arts education programs as a tiered, research based intervention to improve student outcomes in academic learning and other areas is often not considered by schools and districts. Title IV, Part A makes it clear that securing this funding for the arts is allowable. Read the attached Guide to The Arts and Title IV Part A as a resource for what is allowable under Title IV Part A?

***Since our Missouri Expectations are so closely tied to the National Core Arts Standards, the following documents will serve as a model to be adapted by DESE for use by Missouri educators. In the interim, refer to the following National Coalition for Core Arts Standards Resources.***

- The [philosophical foundations and lifelong goals](#) establish the basis for the new standards and illuminate artistic literacy by expressing the overarching common values and expectations for

learning in arts education across the five arts disciplines. For a full explanation of artistic literacy please see the [Conceptual Framework](#).

- NCAS has a series of [glossaries](#) for arts assessment, dance, media arts, music, theatre, and visual art.
- The Kennedy Center for the Performing Arts has released [Guiding Principles for Inclusion: Students with Disabilities and the Core Arts Standards](#).
- [The Arts & the Common Core: A Comparison of the National Core Arts Standards and the Common Core State Standards](#) was published by the College Board shortly after the release of NCAS. The goal of alignment between the Common Core and the National Core Arts Standards was to highlight the instances of overlap in the types of habits and thinking skills that are emphasized in each document, even if the language used to describe such abilities varies by context.
- In 2012, the College Board released a study titled [Child Development and Arts Education: A review of Current Research and Best Practices](#). This report was intended as a resource document in the revision of the National Standards for Arts Education, ensuring that these forthcoming goals and benchmarks for learning in the arts will be developmentally appropriate and aligned with current knowledge in the field.
- [Arts Education for All Students: A Shared Endeavor](#) provides an overview and model for the role of certified arts educators, certified non-arts educators, and community arts providers.

### **Performance Assessments**

[NCAS has listed Model Cornerstone Assessments](#) (MCAs at the bottom of the webpage linked) for grades 2, 5, 8, and at three levels in high school. MCAs provide models to aid in the development of performance assessments for students. These assessments are part of an ongoing development process where they are piloted in a diverse array of classrooms across the United States, refined for use in varied settings, and used to generate student work that is available online to illustrate the standards. The assessments are intended to show the ways in which standards serve as a foundation for the creation of reliable and authentic measurements of student learning in the arts. These MCAs are not the definitive assessment of a particular set of skills; rather, they are a model to support and inspire. Ultimately, local determinants are the best judge of how a given assessment serves shared pedagogy and students' learning needs. Better yet, the MCAs include assessment tools such as rubrics and the benchmarked student work that was used as evidence toward Creating, Presenting, Responding, and Connecting.

### **More about Each of the Arts Discipline Standards**

#### **Visual Art**

The Visual Arts include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

## **Media Arts**

*The Media arts standards are intended to address the diverse forms and categories of media arts, including imaging, sound, moving image, virtual and interactive. Media arts standards do not dictate what or how to teach, but define age-appropriate outcomes for students, moving them towards the achievement of Enduring Understandings and Artistic Literacy. They are therefore quite generalized, not specifying particular technologies or techniques, and containing very few examples of terminology and activities. The standards allow for a great diversity of instruction, methodology and circumstance. They are adaptive to the wide range of conditions that exist currently for the form across the country.*

## **Theatre**

*While the standards in the earlier grades suggest the same rigor and understanding as in the later years, it also must be noted that at each successively earlier grade, there are fewer and fewer theatre programs and fewer trained educators to teach in them. Thus, the pre-K through middle grade standards are largely aspirational—they reflect what should be in our schools and arts programs.*

## **Music**

*The music standards include four distinct “strands” of high school performance standards reflect the increasing variety of music courses offered in American secondary schools. Ensemble, Harmonizing Instruments, Composition/Theory, and Music Technology performance standards are provided for three levels: Proficient, Accomplished, and Advanced. Because many students become involved in Ensemble and Harmonizing Instrument classes before they enter high school, performance standards for these strands also include two preparatory levels: Novice and Intermediate.*

*The standards are written on the assumption of quality resources, which include instructional time that spans PreK-8 and continues at the high school level.*

## **Dance**

*The National Core Arts Standards in Dance are rooted in a creative approach to teaching and learning. The standards describe expectations for learning in dance regardless of style or genre. The standards impart the breadth and depth of the dance experience through the art-making processes. It is hoped that the standards are the impetus for dance educators to inspire their students to explore the many facets of dance and to prepare them for a life-long enjoyment of dance*

*Adapted from the [NCAS resources](#) page and Emily Titterton, Arts Director, Vermont.*