

UNPACKING THE NEW SECONDARY ARTS COURSE DESCRIPTIONS

for Instruction and Assessment



Presenter:
Dr. Linda Lovins



Talk BACK!!

YES... We want to hear from you!
Please go to **CHAT** to submit your
question, comment, example, or
applause!



Any time is fine!
We'll try to keep up with you!



Today's Plan

NGSSS-Arts



Quick-Stepping through the NGSSS-Arts

Common Core
Standards



Music to Our Ears! It's All Manageable!

Time for
Assessment



Gaining Perspective and a Sense of Proportion

The Course
Descriptions



Taking the Drama OUT of the Details!



Different Knowledge...
Different Demands...
Different Experiences...



...Different Training...
or None At All...
IT'S ALL GOOD!!



We Simply Don't Know What We Don't Know

BEGINNING AT THE BEGINNING:



Florida Alliance
for Arts Education



NGSSS-Arts Structure



- Organization of benchmarks
 - Big Ideas (5) – the “10,000-ft. view”
 - Enduring Understandings (3 ea.)– the “5,000-ft. view”
 - Benchmarks – the “ground-level view”
- Degree of measurability
- Benchmark specificity in grades K-5
- Addition of cognition, aesthetics, and 21st-century skills
- Enduring Understandings (EUs)
- Access Points – Independent, Participatory, Supported



Sampling the Sequence, K-5

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.K.O.1.1	Explore the placement of the structural elements of art in personal works of art.
VA.1.O.1.1	Identify and use the structural elements of art and organizational principles of design to support artistic development.
VA.2.O.1.1	Employ structural elements of art and organizational principles of design in personal work to develop awareness of the creative process.
VA.3.O.1.1	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.
VA.4.O.1.1	Use the structural elements of art and organizational principles of design to understand the art-making process.
VA.4.O.1.2	Identify the structural elements of art used to unite an artistic composition.
VA.5.O.1.1	Use structural elements of art and organizational principles of design to develop content in artwork.
VA.5.O.1.2	Organize the structural elements of art to achieve visual unity.



The Writers' Charge, in Part

- Write the NGSSS-Arts with “tomorrow” in mind—*not with an eye to what is, with its inherent limitations; but to what should be, with all its implications for creativity and innovation, equity and access.*
- Focus significant attention on **process**, rather than product alone.
- ***Embed technology*** throughout the benchmarks, acknowledging the exponential nature of developments in technology-based learning tools and new media for creativity, collaboration, and sharing.



Access Points – Parallel Writing

For Students with a Significant Cognitive Disability:

Independent Level

VA.K.O.1.In.a Explore basic structural elements of art.

Supported Level

VA.K.O.1.Su.a Explore a variety of visual art.

Participatory Level

VA.K.O.1.Pa.a Attend to a variety of visual art.



Common Core in Florida: LACC and MACC

“**DE**-CONSTRUCTION 101”



NGSSS-Arts Benchmark IDs

Content Area	Grade(s)	Big Idea	EU #	Benchmark
DA	68	F	2	7

Benchmark: DA.68.F.2.7

- **Content Area** = **DA** (Dance), MU (Music), TH (Theatre), or VA (Visual Art)
- **Grade** = K, 1, 2, 3, 4, 5, **68**, or 912
- **Big Idea:**
 - C = Cognition (Critical Thinking and Reflection)
 - S = Skills (Skills, Techniques, and Processes)
 - O = Organization (Organizational Structure)
 - H = History (Historical and Global Connections)
 - F = Future** (Innovation, Technology, and the Future)
- **EU #** = 1, **2**, or 3 (3 EUs per Big Idea)
- **Benchmark** = **7** (Serialized within each EU)



LACC Standards IDs

Content Area	Grade(s)	Strand	Cluster	Standard
LACC	910	RI	3	9

Standard: LACC.910.RI.3.9

- **Content Area** = **LACC** (Language Arts Common Core)
- **Grade(s)** = K, 1, 2, 3, 4, 5, 6, 7, 8 (or 68), **910**, or 1112
- **Strand:**
 - RF – Reading – Foundational Skills
 - RL – Reading – Literature
 - RI** – Reading – Informational Text
 - RH – Reading – History and Social Studies
 - RST – Reading – Science and Technical Subjects
 - W – Writing
 - WHST – Writing Historical, Science and Technical Subjects
 - SL – Speaking and Listening
 - L – Language
- **Cluster** = **3** (of 4 in the 910 Strand)
 - **Standard** = **7** (of 10 across the 4 clusters)



LACC Strands

RF: Reading – Foundational

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Language Arts Common Core Reading

Reading Strand				
10 Anchor Strands for College and Career Readiness (CCR)				
ELA Standards, K-12			Literacy Standards, 6-12	
Foundational Skills (RF)	Literary Text (RL)	Informational Text (RI)	History/Social Studies (RH)	Science & Technical Subjects (RST)
K	K	K *		
1	1	1 *		
2	2	2 *		
3	3	3 *		
4	4	4 *		
5	5	5 *		
	6	6		
	7	7	6-8	6-8
	8	8		
	9-10	9-10	9-10	9-10
	11-12	11-12	11-12	11-12

* Because all subjects in K-5 are often taught by the same teacher, the ELA and Literacy standards are the same. Please also note that the Foundational Skills in Reading are discontinued after Grade 5.

Language Arts Common Core Writing

Writing Strand	
10 Anchor Strands for College and Career Readiness (CCR)	
ELA Standards, K-12 (W)	Literacy Standards, 6-12(WHST)
K *	
1 *	
2 *	
3 *	
4 *	
5 *	
6	6-8
7	
8	
9-10	9-10
11-12	11-12

* Because all subjects in K-5 are often taught by the same teacher, the ELA and Literacy standards are the same.

LACC Speaking & Listening / LACC Language

Speaking and Listening Strand	Language Strand
6 Anchor Strands for CCR	6 Anchor Strands for CCR
ELA Standards, K-12 (SL)	ELA Standards, K-12 (L)
K	K
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9-10	9-10
11-12	11-12

To Review: LACC Standards IDs

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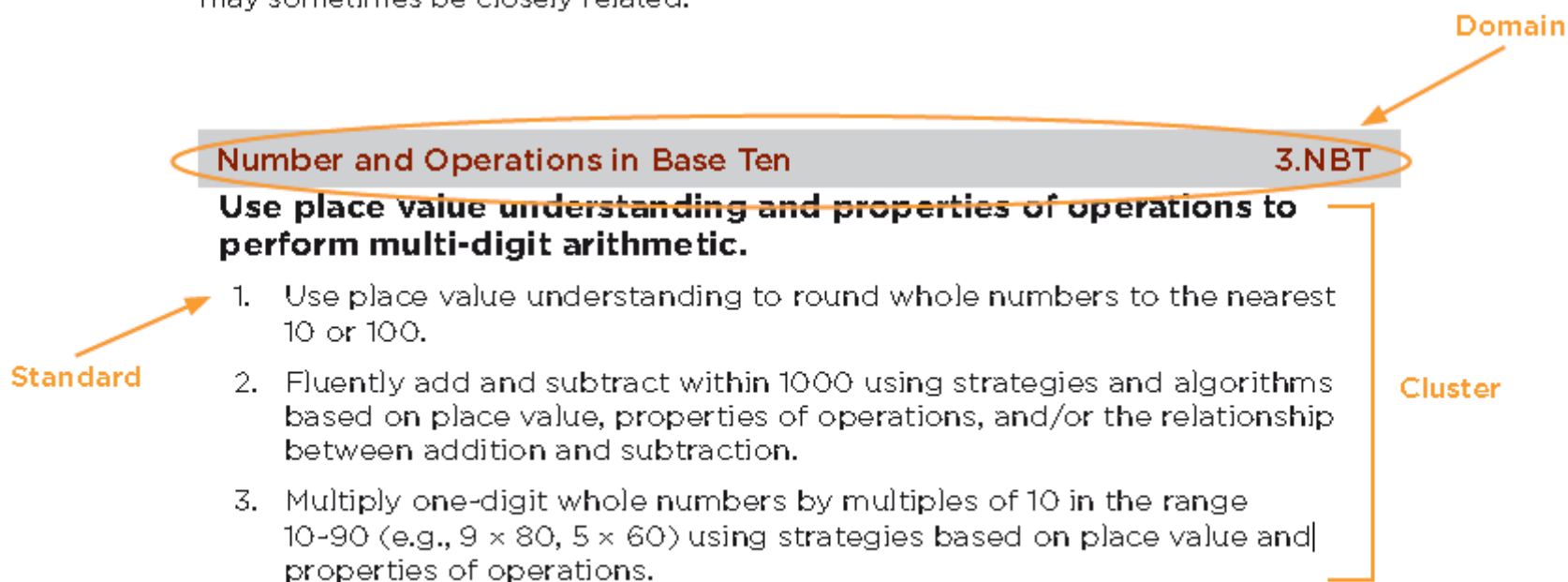
MACC: Mathematics Common Core

How to read the grade level standards

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.



Mathematical **Practices** (CCS)

- 1) Make sense of problems and persevere in solving them.
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically.
- 6) Attend to precision.
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.



K-8 MACC Domains

Domain Grade	Counting and Cardinality	Operations and Algebraic Thinking	Number & Operations in Base Ten	Number & Operations —Fractions ¹	Measurement & Data	Geometry
K	CC	OA	NBT		MD	G
1		OA	NBT		MD	G
2		OA	NBT		MD	G
3		OA	NBT	NF	MD	G
4		OA	NBT	NF	MD	G
5		OA	NBT	NF	MD	G
	Ratios and Proportional Relationships	The Number System	Expressions & Equations	Functions	Geometry	Statistics & Probability
6	RP	NS	EE		G	SP
7	RP	NS	EE		G	SP
8		NS	EE	F	G	SP

HS MACC Domains

Grade	Domain	Sub-Domain	Sub-Domain	Sub-Domain	Sub-Domain	Sub-Domain	Sub-Domain
9 ¹²	Number and Quantity	The Real Number System N-RN	Quantities N-Q	The Complex Number System N-CN	Vector and Matrix Quantities N-VM		
9 ¹²	Algebra	Seeing Structure in Expressions A-SSE	Arithmetic with Polynomials and Rational Functions A-APR	Creating Equations A-CED	Reasoning with Equations and Inequalities A-REI		
9 ¹²	Functions	Interpreting Functions F-IF	Building Functions F-BF	Linear, Quadratic, and Exponential Models F-LE	Trigonometric Functions F-TF		
9 ¹²	Modeling	Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★).					
9 ¹²	Geometry	Congruence G-CO	Similarity, Right Triangles, and Trigonometry G-SRT	Circles G-C	Expressing Geometric Properties with Equations G-GPE	Geometric Measurement and Dimension G-GMD	Modeling with Geometry G-MG
9 ¹²	Statistics & Probability	Interpreting Categorical and Quantitative Data S-ID	Making Inferences and Justifying Conclusions S-IC	Conditional Probability and the Rules of Probability S-CP	Using Probability to Make Decisions S-MD		

A Reminder: Mathematical **Practices** (CCS)



- 1) Make sense of problems and persevere in solving them.
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically.
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Let's Stop for a Moment...

...TO ASSESS WHERE WE ARE!



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Florida Alliance
for Arts Education



Planning and Instruction

- What must be assessed from the Course Description...
- ...must be instructed from the Course Description!
- What is instructed from the Course Description...
- ...must be planned from the Course Description!



What's Involved in Assessment via Course Descriptions?

- Primarily NGSSS-Arts benchmarks
- Who writes the test items?
 - Arts test items: arts teachers in the field
 - LACC and MACC test items: Language Arts and Math specialists, respectively
 - NGSSS in Social Studies, Physical Education, and other content areas: content specialists respectively
- Test items: available to teachers, schools, and districts
- Design of assessment blueprint: part of the “Race to the Top” grant
- Performing Arts: divided benchmarks into responding, performing (tasks), and “best assessed in class”



(...and How Would Such Truths be Known?)



**DELVING INTO COURSE
DESCRIPTIONS: WHAT
DO THE DOE REQUIRE?**



State-Adopted Courses



- What does that mean at the state level?
- What does that mean at the district level?
- What does that mean to students and teachers?
- What are the districts empowered to do in an assessment-driven world?

Secondary Course Descriptions:

What's in them?

Course Code, plus additional tracking information
High School courses add: Number of Credits

Course Description: Can be modified to fit specifics of course and put into “student-friendly” language; also often a **Special Note**

Big Ideas, Enduring Understandings, and Related NGSSS-Arts Benchmarks: None can be deleted, but you can add benchmarks, if you choose.

Non-arts NGSSS benchmarks and Common Core standards

Arts Course Descriptions:

Course Code/Tracking+ (HS Ceramics/Pottery 1)

Course Number: 0102300

Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Art/Visual Art » SubSubject: Studio-based Intensives »

Course Title: Ceramics/Pottery 1

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: CERAM/POT 1

Number of Credits: 1.0

Course Length: Year

Course Level: 2

Course Status: DRAFT - State Board approval pending

Graduation Requirements: PF

Arts Course Descriptions:

“Course Description” with “Special Note” (M/J Band 3 with Career Planning)

Course Description: Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Special Notes: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Arts Course Descriptions:

Big Ideas, Enduring Understandings, and NGSSS-Arts Benchmarks

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
TH.912.C.1.3	Justify a response to a theatrical experience through oral or written analysis, using correct theatre terminology.
TH.912.C.1.4	Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.
TH.912.C.1.6	Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.
TH.912.C.1.7	Justify personal perceptions of a director's vision and/or playwright's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
TH.912.C.2.1	Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.
TH.912.C.2.4	Collaborate with a team to outline several potential solutions to a design problem and rank them in order of likely success.
TH.912.C.2.6	Assess a peer's artistic choices in a production as a foundation for one's own artistic growth.
TH.912.C.2.7	Accept feedback from others, analyze it for validity, and apply suggestions appropriately to future performances or designs.
TH.912.C.2.8	Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Arts Course Descriptions:

Non-arts NGSSS benchmarks/Common Core standards

Additional Required Benchmarks:

LACC.1112.RST.2 Craft and Structure

LACC.1112.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

LACC.1112.WHST.2 Production and Distribution of Writing

LACC.1112.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.WHST.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.1112.WHST.3 Research to Build and Present Knowledge

LACC.1112.WHST.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Arts Course Descriptions

Most NEW State-adopted Arts Course Descriptions are available at:

http://www.fldoe.org/BII/Curriculum/Fine_Arts/



ALL State-adopted Course Descriptions are available at:

<http://www.cpalms.org/Courses/CourseDescriptionSearch.aspx>

ALL LACC and MACC are available in their original form, with introduction and appendices, at:

<http://www.corestandards.org/the-standards/download-the-standards>

Dropbox for You!

- Shared State-adopted Arts Course Descriptions... and Growing!
- <https://www.dropbox.com/sh/9x7g70650z2wp8s/Zq-VZjCnQa>
- Free
- Safe
- Accessible from any computer anywhere
- Available to ALL Florida Arts Educators



Please Help Us Help You

It is very important for *funding and reporting purposes* that you complete the *Survey* associated with this webinar. The *link* is available in *attendees' follow-up email* from *GoToWebinar* or *below*.

Survey:

<http://www.surveymonkey.com/s/P2F2STJ>

As we report on your responses and receive future funding, we also reflect on how to improve FAAE's services to those we are so proud to serve!





**Presented
by the
Florida Alliance
for
Arts Education
(FAAE)**

**in collaboration with the
Florida Department of Education**



Plan now for Summer!

FAAE Leadership SUMMIT

<http://www.faae.org/leadership-summit>

June 19-21, 2013 in Tampa

Teaching Artists' Showcase

Friday, June 21: 8 am



Join us...

Become an FAAE Member today:

Details at

<http://www.faae.org/membership>



Questions? **Need More Information?**



Contact Carol Vick:

Executive Director: FAAE

director@faae.org (email)

<http://www.faae.org> (website)

Contact Dr. Linda Lovins:

Linda Lovins & Associates, LLC: Director

ArtsEdLin@gmail.com (email)

850-294-0981 (mobile)

850-894-1289 (home office)



Florida Alliance
for Arts Education



THANK YOU for joining us today!

We wish you well
as **YOU** continue:

**Unpacking
the
New Secondary
Arts Course Descriptions
for
Instruction and Assessment!**

