



Unpacking the New Elementary Arts Course Descriptions
for Instruction and Assessment

Talk **BACK!!**

YES... We want to hear from you!

Please go to **CHAT** to submit your question,
comment, example, or applause!

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



Today's Plan

NGSSS-Arts



Quick-Stepping through the NGSSS-Arts

Common Core
Standards



Taking the Drama OUT of the Common Core
Language Arts and Math Standards

Time for
Assessment

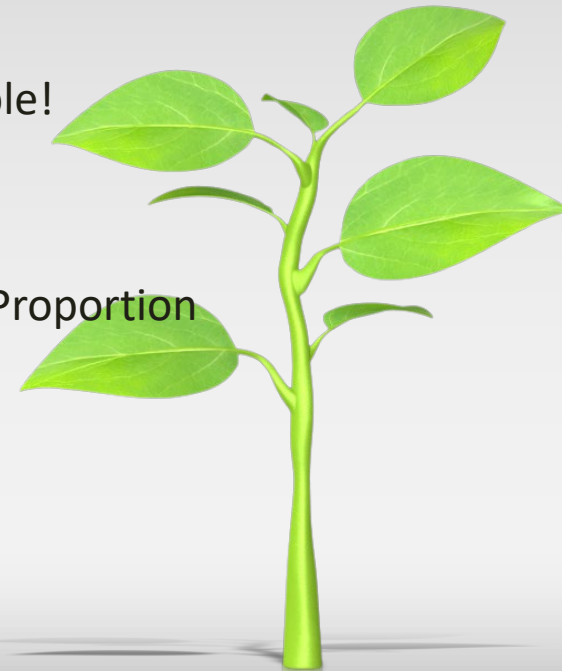


Music to Our Ears! It's All Manageable!

The Course
Descriptions



Gaining Perspective and a Sense of Proportion



Self-Confessed Standards Nerd





**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:

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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

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

Supported

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

Participatory

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





Common Core in Florida: LACC and MACC

“**UN-CONSTRUCTION 101**”

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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(SS) 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.

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

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**WHST – Writing Historical, Science and Technical
Subjects**

SL – Speaking and Listening

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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

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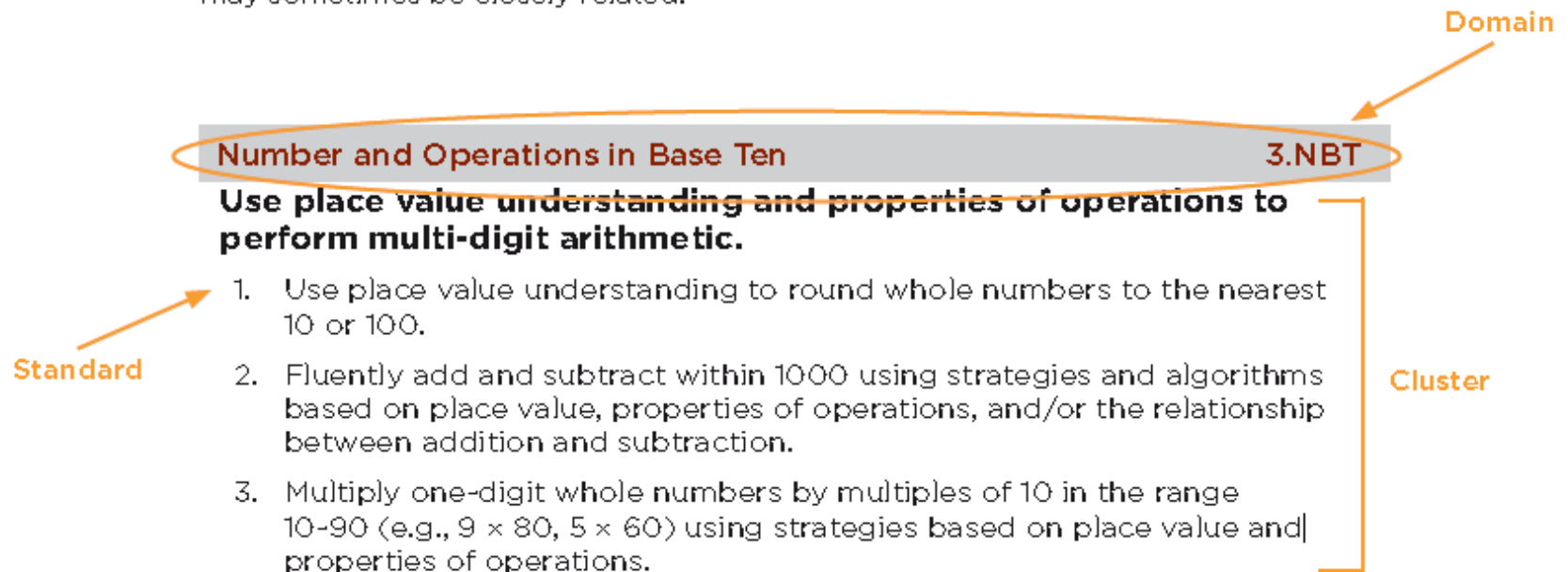
MACC: Mathematics Common Core

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.



Let's Stop for a Moment...

...TO ASSESS WHERE WE ARE



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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?

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



DELVING INTO COURSE DESCRIPTIONS: WHAT DO THE DOE REQUIRE?

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



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?

A State-adopted Course Description

WHAT'S IN IT?



Course Code

**Special
Note**

Description

**NGSSS-Arts
and other
benchmarks**

Revised Course Descriptions: DA

Elementary Dance, Grades K-5

- [5003010 Dance - Grade Kindergarten](#)
- [5003020 Dance - Grade 1](#)
- [5003030 Dance - Grade 2](#)
- [5003040 Intermediate Dance 1](#)
- [5003050 Intermediate Dance 2](#)
- [5003060 Intermediate Dance 3](#)

Available at:

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

Revised Arts Course Descriptions: VA

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

Elementary Visual Art, Grades K-5

- [5001010 Art - Grade Kindergarten](#)
- [5001020 Art - Grade 1](#)
- [5001030 Art - Grade 2](#)
- [5001040 Intermediate Visual Art 1](#)
- [5001050 Intermediate Visual Art 2](#)
- [5001060 Intermediate Visual Art 3](#)

Revised Arts Course Descriptions: TH

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

Elementary Theatre, Grades K-5

- [5010200 Theatre - Grade Kindergarten](#)
- [5010210 Theatre - Grade 1](#)
- [5010220 Theatre - Grade 2](#)
- [5010230 Intermediate Theatre 1](#)
- [5010240 Intermediate Theatre 2](#)
- [5010250 Intermediate Theatre 3](#)

Revised Arts Course Descriptions: MU

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

Elementary Music Ensembles:

- [5013010 Elementary Chorus](#)
- [5013020 Elementary Band](#)
- [5013030 Elementary Orchestra](#)



Revised Arts Course Descriptions: MU

http://www.fl DOE.org/BII/Curriculum/Fine_Arts/

- **Elementary Music, Grades K-5**
- [5013060 Music - Grade Kindergarten](#) (PDF, 55KB)
- [5013070 Music - Grade 1](#) (PDF, 59KB)
- [5013080 Music - Grade 2](#) (PDF, 58KB)
- [5013090 Intermediate Music 1](#) (PDF, 64KB)
- [5013100 Intermediate Music 2](#) (PDF, 66KB)
- [5013110 Intermediate Music 3](#) (PDF, 71KB)

Dropbox for You!

- Shared State-adopted Arts Course Descriptions... and Growing!
- <https://www.dropbox.com/sh/9x7g7o65oz2wp8s/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.**

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for Arts Education





Plan now for Summer!

FAAE 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?

More Information?



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