

Tennessee State Standards for Fine Arts Education, 2016 Revision Process Overview

Introduction

As states are pursuing raised standards for student learning, it is important to recognize the important role of Arts Education in the development of well-rounded students preparing for college, career, and life readiness. In fact, Tennessee has made significant artistic contributions across the national landscape and Tennessee's school teachers and leaders will undoubtedly play an important role in nurturing environments of creativity and innovation that will lead to even greater contributions.

Tennessee Arts Education at a glance

The federal Elementary and Secondary Education Act (ESEA) lists the arts and music as a part of a "Well-Rounded" education, and Tennessee schools offer a rich history of supporting arts education. Tennessee is recognized nationally for significant contributions in arts and culture, and the state academic standards for arts education contribute to increased student access for quality arts education that impacts college, career, and life readiness for Tennessee students. While *Tennessee Code Annotated, Title 49, Chapter 6, part 10 (49-6-1025) speaks to visual art and music instruction for grades K-8, many schools also offer courses in dance, theatre, and media arts instruction as well.

***(a)** The course of instruction in all public schools for kindergarten through grade eight (K-8) shall include art and music education to help each student foster creative thinking, spatial learning, discipline, craftsmanship and the intrinsic rewards of hard work.

(b) Local boards of education are encouraged to fully implement the art and music curriculum adopted by the board of education through both art and music classes, as well as integration into other core academic subjects.

In addition, Tennessee graduation requirements stipulate one full credit of Fine Arts, and many students elect to focus concentration on sequential course offerings in multiple arts disciplines, including visual arts, dance, media arts, theatre, and vocal and instrumental music. As the economic development of Tennessee becomes increasingly dependent upon skills and outcomes that are embedded in the TN Academic Standards for Arts Education, such as critical and creative thinking, problem solving, collaboration, reflection, and persistence, it will become even more important to ensure that Tennessee students are engaged in sequential standards-based arts instruction. Arts education can also reach a diversity of learners by embodying learning modalities,

helping all students learn. For these reasons and others, it is important to consider several supporting factors when implementing the Tennessee Academic Standards for Fine Arts, such as the National Opportunity to Learn Standards for arts education.

2016 Revision Process Overview

The Tennessee State Board of Education and the project leadership team partnered with multiple arts agencies such as state arts education teachers associations, higher education institutions, and arts education leadership councils in order to create and disseminate a stakeholder feedback survey and recruit nominations for the writing team applications process. Once the writing team started the process, they conducted a careful examination of the data from the state arts education standards feedback survey and created principles to guide the development of the 2016 standards for arts education. The resulting draft standards are organized in a way that brings more unity to all of the arts disciplines while maintaining the integrity of each specific content area. It is an attempt to bring the rich content of the previous standards to more modern understandings of standards so that districts can create high quality curriculum guides and students can have the most robust arts learning possible. If implemented with fidelity, the goal of the revised standards will be to teach all students to become quality artists capable of not only performing and creating artistic works with great fidelity, but also expressing meaning and understanding through the arts.

In the next section, we will discuss the overarching framework that houses the standards. It is important to note that some content areas will present the information in a different sequence in order to bring focus to the standards. For example, you may see the “Create” domain appear first in Visual Arts while the “Perform” domain appears first for music. This is not a mistake, but an intentional presentation of the priorities for the major work of the content area. It is also important to note the major difference in visual presentation between previous state standards versions and the current drafts (not in final format versions). The previous standards were essentially a listing of 6-9 (depending on the specific arts content area) statements followed by a listing of grade/level specific performance indicators. Eleven foundational statements consistent among all of the arts content areas guide the updated standards, and the actual standards that follow are content and grade/level specific. Another important consideration is that depending on the particular grade and content area, not all of the 11 foundations are weighted equally in terms of expected instructional time or importance towards comprehensive artistic growth. Each content area and grade level will refer to the “major work of the grade” to communicate which foundations are expected to be prioritized in order for students to gain mastery consistent with college and career readiness in the specific art form.

Before reviewing your specific content area standards, it is important to familiarize yourself with the overarching framework of the revised standards. It might appear confusing at first, but it is actually quite simple.

Shared between all fine arts disciplines are the eleven foundations and the four overarching domains. The Tennessee Portfolio of Student Growth System implemented the use of the “Perform, Create, Respond, and Connect” Domains in 2011, and the 2016 standards continue to group all of the revised standards in similar domains, listed below. It is important to keep in mind that the order of the domains will depend on each specific content area.

Domains:

P= Perform (Music, Dance, Theatre) Present (Visual Arts) Produce (Media Arts)

Cr= Create

R= Respond

Cn= Connect

As mentioned previously, each domain has two or three “Foundations” that are common among all fine arts disciplines, totaling eleven overarching statements of requisite behaviors for artistic growth. Again, it is important to keep in mind that not all foundations are implied to be weighted equally. The weighting changes depending on the grade and course expectations for the specific fine arts disciplines.

Foundations:

P= Perform (Music, Dance, Theatre) Present (Visual Arts) Produce (Media Arts)

1. Select, analyze, and interpret artistic work for performance/presentation/production.
2. Develop and refine artistic techniques and work for performance/presentation/production.
3. Convey and express meaning through the performance/presentation/ production of artistic work.

Cr= Create

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

R= Respond

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

Cn= Connect

1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Relate artistic ideas and works with societal, cultural, and historical context.

A simple guide to the Coding of the updated standards.

The standards are coded with the grade level, content area, domain, foundation, and a letter might also be used to delineate subsections of the particular foundation. Some foundations will contain more standards than other, depending on the content and grade level.

Examples:

K.Visual Arts.P.1.A

Kindergarten is the Grade, Visual Arts is the Content, Present is the Domain, 1 is the Foundation “Select, analyze, and interpret artistic work for presentation”, and A is the actual standard.

6.Instrumental Music.P.2.C

Sixth Grade is the Grade, Instrumental Music is the Content, Perform is the Domain, 2 is the Foundation “Develop and refine artistic techniques and work for performance”, and C is the third standard under this foundation.

Additional Considerations

The following are several considerations to provide context around the revised standards for arts education.

1- Literacy in the Arts Classrooms

- Literacy is an important concept in all subject areas. Rather than being a stand alone subject area, literacy provides a pathway for cognition, enabling students to learn content efficiently and express themselves effectively. In the arts, there are several ways to think about literacy and they are all very important. The arts, like all subject areas, help to reinforce literacy through the careful study of discipline specific vocabulary, the review of primary sources in the content, and a variety of

engagement opportunities specifically in the artistic domains of “Respond” and “Connect”. However, the predominance of Tennessee Fine Arts Standards prioritize the principles of Artistic Literacy, such as visual thinking strategies, Aural Literacy (audiation), and Notation Literacy (decoding symbolic systems of music notation to create and interpret meaning). Towards the goals of college and career readiness, it would be counterproductive for school leaders to suggest that an arts teacher limit the implementation of the Tennessee Fine Arts Standards during instructional time in order to reinforce learning in English Language Arts classrooms. Arts teachers’ instructional efforts are best leveraged when creating synergy towards the multiple meanings of literacy instruction, and the multiple meanings are embedded as appropriate to each arts discipline in the Tennessee Fine Arts Standards.

2- Major Work of the Grade

- As previously noted, the specific grade level and discipline within the arts will prioritize instructional time within certain foundations. Not all of the content in a given grade/course is emphasized equally in the standards. Some Foundations require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to arts learning or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning. That is not to say the other foundations are not important, only that the urgency towards mastery does not require the same amount of instructional time depending on the course and experience level of the young artists. For example, it might be common in level one beginning band and orchestra to prioritize instructional time in Foundation P2 “Develop and refine artistic techniques and work for performance” and, for example, prioritize P3 “Convey and express meaning through the performance” more heavily as the student progresses through the middle school and high schools levels of instrumental music. While P1 “Select, analyze, and interpret artistic work for performance” would be covered during instruction, the relative instructional time needed to achieve the standards would not be comparable.

3- Grade Bands

- Grade Bands- Within the standards for art education, elementary school is defined as grades K-5; middle school as 6-8; and high school as grades 9-12. It is important to note that in some content areas, the student point of

entry is dependent upon certain factors and districts should exercise care when developing curriculum maps and course offerings. For example, to become college ready in most ensemble based performing arts coursework, instruction should start in the middle school and progress sequentially through high school. The Tennessee Fine Arts Standards are constructed to reflect this common expectation.

4- Opportunity to Learn Standards

- The Tennessee Fine Arts Standards are written to reflect conditions described in the basic level programming from the National Opportunity to Learn Standards for Music and Arts Education.

Leaders, Writers, and Review Team Members

Visual Arts and Media Arts

Heather Casteel, Division Lead

Amanda Galbraith

Ted Edinger

Jim Dotson

Michelle Ayers

Jessica Roberts

Kerry Stacy

Cephas Ablakwa

Theatre and Dance

James Wells, Division Lead

Deb Perry

Sarah Hobbs

Aaron Miller

Lynnea Hunter

Carrie Paula

Saralynn Archibald

Karen Wilson

Music

Susan Waters, Division Lead

Dr. Eric Branscome, Associate Division Lead

David Potter

Sarah Cummings

Atticus Hensley

Emily Frizzell
Robbin Johnston
Jennifer Conway
Kim McLemore
Roland Wilson
Dr. Jamila L. McWhirter
Brad Foust
Melissa Dufrechou

Project Chair
Dr. Dru Davison