



Arts Update Summer 2012



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Re-Visioned | Re-Framed Ohio's 2012 Arts Standards

Ohio visual and performing arts educators have good reason to celebrate! At its June meeting, the State Board of Education voted unanimously to adopt the newly updated arts standards for **dance, drama/theatre, music and visual art** now available at the ODE Web link, [2012 Revised Arts Standards](#)

This accomplishment would not have been possible without the dedicated teams of educators from all arts disciplines who contributed to the revision process over 17 months. Much needed encouragement, support and feedback came from many stakeholders and members of professional arts organizations who reviewed drafts and assured us that our direction was forward thinking and would greatly benefit arts education practice.

ADOPTED!	
<p>VISIONING PROCESSES PROCESSES VISIONING & SOCIAL LEARNING PROCESSES</p>	<p>PERCEIVING/KNOWING (PK) Observe, listen, attend to, discriminate</p> <p>PRODUCTION/PERFORMING (PP) Create, compare, improvise, master skills</p> <p>RESPONDING/REFLECTING (RE) Evaluate, question, make connections, self-assess</p>
<p>GRADE LEVEL K</p>	<p>ADOPTED!</p>
<p>1</p>	<p>ADOPTED!</p>
<p>2</p>	<p>ADOPTED!</p>

As visual and performing arts educators anticipate the new school year, they can turn to these renewed standards to explore, plan and structure dynamic arts learning experiences that **both honor the past and reach for the future.**

A strong position for the arts in Ohio's timely array of academic content standards--

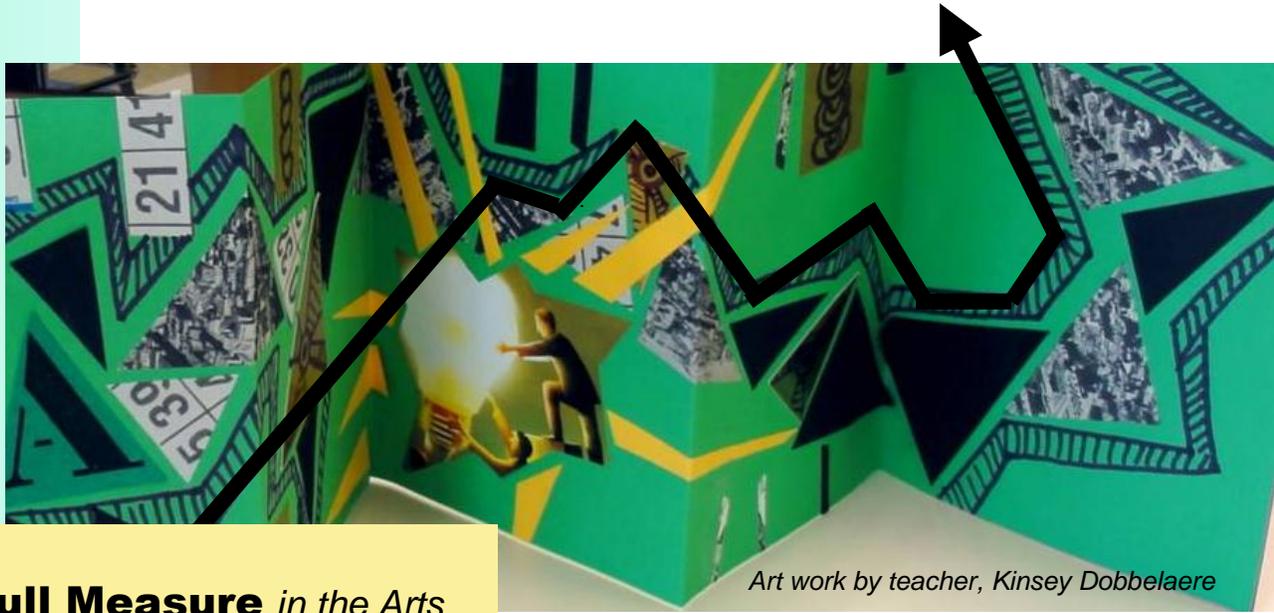
- English Language Arts
- Mathematics

Common Core State Standards

- Science
- Social Studies
- Fine Arts**
- World Languages
- Financial Literacy
- Entrepreneurship
- Business Education

Ohio Developed Standards





Art work by teacher, Kinsey Dobbelaere

Taking Full Measure in the Arts

As the state moves forward with a new **Ohio Teacher Evaluation System (OTES)**, arts educators can look to the updated 2012 arts standards to guide local development of learning objectives and measures that show the progress students make in dance, drama/theatre, music or visual art courses.

Ohio is emphasizing a *Student Learning Objectives (SLO)* approach as a comprehensive framework for determining teachers' contributions to the learning growth of students in grades and subjects, like the arts, that are not involved in statewide testing. At the local level, arts teachers will set measurable goals based on their specific arts classes and disciplines, students taught and ongoing monitoring of student progress and quality of work.

Engagement in the arts provides opportunities for flexible and wide-ranging assessments. When working on projects and performances over a sustained period of time students produce various kinds of meaningful evidence that shows more about their development of complex skills, knowledge and understandings than a single test.

Many arts educators are collaborating this summer within their districts to develop learning objectives and create arts performance measures that capture students' full range of progress and succession of accomplishments.

Concrete examples of such measures for the arts disciplines will be shared as they become available. Educators developing SLOs in the visual and performing arts can access general information and relevant resources at these links, [Ohio Teacher Evaluation System](#) and [Student Growth Measures](#)

Site Specific

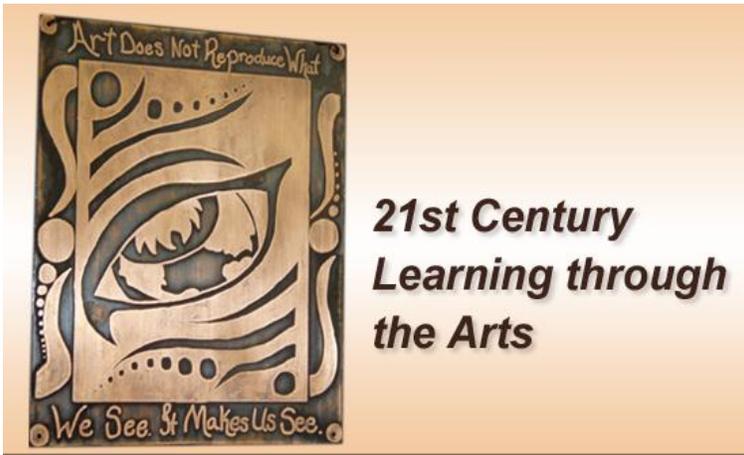
For national data on the 2009-2010 status of arts education by arts discipline — [Arts Education In Public Elementary and Secondary Schools](#)

For music education standards and assessments across states— [Music Education](#)

For arts education research, policy and advocacy information— www.artsedsearch.org/



International Student Art Project Provokes Awareness of Social Responsibility



What do students learn through the arts? As the current visual art display in the Ohio Department of Education (ODE) lobby shows, students from Anthony Wayne Junior High School in Whitehouse (Lucas County) are learning the skills to create beautiful images and so much more.

As part of the U.S./Lesotho International Student Art project, the Ohio students learned a great deal from their peers in Lesotho, South Africa. Both sets of students conceived the ideas for their art while communicating with each other through email and a blog <http://us-lesothointernationalartproject.blogspot.com/>.

It was art educator Shari Densel who engaged the students in this exchange program. As a result, they developed many 21st-century skills and responded to thoughtful questions through art. Densel's students also are learning concepts stressed in Ohio's revised arts content standards that encourage inquiry, reflection, dialogue and self-expression.

The ODE lobby exhibition on display through July 30, primarily features 25 copper-plate etchings Densel's students created in response to the question, "Who am I and how can I make the world a better place?"

"I have long believed that art is a language and that this language should be one that is able to join people living in far-flung places in a profound communication."

Patrick Rorke

Densel developed the copper-plate project, titled *How Do I Fit Into the World*, in conjunction with Patrick Rorke of Morija, Lesotho. While in Africa, Densel met Rorke, a professional artist and teacher who worked with her to connect their students. The idea was first conceived in the summer of 2011 while Densel was co-conducting a seminar for U.S. secondary art and social studies teachers in the territory of Lesotho. The seminar was funded by the U.S. Department of Education through the Fulbright-Hays Group Projects Abroad program.



Martin Nagy, Director of Arts Council Lake Erie West assists teacher, Shari Densel in arranging the ODE student display.

"We can make any future we can imagine." Jane McGonigal