

# Arts Update

## Summer 2014: Our Best Tools

### Embracing Ohio's New Arts Learning Standards

Hundreds of visual and performing arts educators who participated in the Ohio Department of Education (ODE) standards and teacher evaluation arts workshops this year embraced Ohio's "homegrown" arts learning standards. As teachers used the updated standards to guide lesson design, create student learning objectives and influence program development at the local level, they discovered how the revised standards:

- Promote flexibility in lesson focus and adaptability to different school contexts;
- Inspire various instructional and assessment approaches to arts learning;
- Emphasize the thinking processes behind artistic production and performance;
- Respect student curiosity, experimentation and exploration of concepts, topics and problems;
- Combine the processes of making and performing with reflecting on the process;
- Share the learning goals and skill sets of the national arts standards and those of other academic disciplines.



### Educator Solidarity Produced Ohio Arts Learning Standards and New Curriculum Model. . .

In November 2010, the Ohio Department of Education began the process to review and revise Ohio's K-12 Fine Arts Academic Content Standards adopted in 2003. This was in response to Amended House Bill 1 that called for a review of the current state Fine Arts Standards following that of other core subjects.

Hundreds of Ohio teachers and stakeholders engaged in the review resulting in Ohio's **New K-12 Fine Arts Learning Standards**—dance, drama/theatre, music and visual art—adopted by the State Board of Education in 2012.

Over the past two years, four teams of visual and performing arts educators representing all grade levels, geographic regions and professional associations assisted the ODE with the development of a **Fine Arts Model Curriculum** to support the updated standards. The Model Curriculum aims to guide teachers and school districts in the design of lessons, courses of study, student learning objectives and assessments that align with the standards and address the needs of the 21<sup>st</sup> century learner through experience in the arts.

The ODE engaged educators and the public in reviewing the Model Curriculum through an online posting of the draft at the ODE website. Feedback was used to strengthen and finalize the curriculum model for adoption by the State Board and use by Ohio educators in 2014-2015

The new fine arts learning standards and companion curriculum model reflect streamlined, useful frameworks that emphasize coherent, essential and relevant content, including the critical and creative skills and enduring understandings students need now and in the future. Comparisons with other state, national and international arts learning goals reveal strong correlations to Ohio's.

# State Board Adopts Fine Arts Model Curriculum

At the June 10 meeting, the State Board of Education adopted the Fine Arts Model Curriculum to support Ohio's Arts Learning Standards. This means visual and performing arts educators will have a fresh, new resource as the 2014-2015 school year begins. The learner-centered curriculum framework includes components such as content elaborations, learning expectations, assessments and resources. Career connections and differentiated approaches also are addressed.

The new tool is not a prescriptive model but rather a generative one to encourage teacher thought, initiative and autonomy to design dynamic lessons and assessments in response to student needs and particular school settings. Ohio's new arts curriculum model will be accessible by arts discipline and grade-level at [www.education.ohio.gov/arts](http://www.education.ohio.gov/arts) by the start of the 2014-2015 school year.

## Fine Arts Learning Standards Framework

<b>ENDURING UNDERSTANDINGS</b> Critical and Creative Thinking: Students compare and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others. Authentic Application and Collaboration: Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs. Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.		 <b>2012 Music Standards</b> <b>GRADES K-1-2</b>	
<b>PROGRESS POINTS</b> Students will, at the appropriate developmental level: <ol style="list-style-type: none"> <li>Demonstrate how music elements communicate meaning and emotion by playing, singing or moving to music.</li> <li>Recognize the use of music for various purposes by performers and listeners in a variety of cultures.</li> <li>Create music in simple forms to be performed with dance, drama or in response to a work of visual art.</li> <li>Identify and consistently select ideas and a media form of the day to create music pieces.</li> <li>Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</li> <li>Form and express opinions about music they hear in formal and informal live and recorded performances.</li> </ol>			
<b>COGNITIVE &amp; CREATIVE LEARNING PROCESSES</b> <b>PERCEIVING/KNOWING/CREATING (CE)</b>		<b>PRODUCING/PERFORMING (PR)</b>	
<b>CONTENT STATEMENTS</b> <b>K</b>		<b>RESPONDING/REFLECTING (RE)</b>	
<b>1</b>		<b>2</b>	

## New Model Curriculum Framework

### Fine Arts Model Curriculum Framework



Grade 1—1PE (Grade level and standard codes)		
Discipline	Perceiving/Knowing (PE)	From the fine arts learning standards
Strand/Process	Kindergarten	
Grade Level	1PE	
Standard Statement	Enduring Understandings: Progress Points:	
Essential Question		
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
Students will learn...	Students will demonstrate learning by	Students will be engaged and supported in learning by...
	<b>Assessment</b> Students will know how well they are learning by... <ul style="list-style-type: none"> <li>Standards Based Rubric Template</li> <li>Arts Assessment Menu</li> </ul>	<b>Resources</b> <a href="#">LINK to Pearltrees</a> <ul style="list-style-type: none"> <li>Lesson Design &amp; Content</li> <li>Digital Tools</li> <li>Research &amp; Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross Disciplinary Fine Arts</li> </ul>
Student Performance Task	<b>Application</b> <b>Career Connections</b> <a href="#">Pearltrees Careers Link</a> <a href="#">Learning Standards Connections</a>	<b>Diverse Learners</b> Strategies for meeting the needs of learners with special needs and talents: <ul style="list-style-type: none"> <li>ODE Diverse Learners</li> <li>VSA Ohio</li> </ul>

Each grade-level standard links to a model curriculum page that provides a fuller picture of the goal.

The Department gratefully acknowledges the exemplary work and leadership of William Nyerges, model curriculum coordinator and arts discipline facilitators: Kelly Berick, dance; Diana Evans Vance, drama; David Eby, music; and Sharon Buda, visual art. Ohio reached this latest arts education milestone because of their persistence along with that of all the visual and performing arts educators who wrote and reviewed drafts over the past two years.

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