

Fine Arts: Individual Grade Levels k-5

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Introduction

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist’s sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play. The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. Rather than offering simply a compilation of individual skills and knowledge, the CCRSA integrate the processes, skills and knowledge, sample assessments, and criteria for successful learning into a single organized system that spans K-12 and is aligned to the philosophical foundations and lifelong goals. Rooted in backward design, this outcomes-based approach to teaching and learning in the arts emanates from four artistic processes, eleven anchor standards, and PK-12 performance standards articulated by each of the five arts disciplines.

Kindergarten

Art and music in Kindergarten provide the introduction to the arts and begin to build understanding of the elements and principals of design. Students experience artistic processes that lay the foundation of artistic literacy.

First Grade

Art and music in First Grade build on the experiences students had in the arts in Kindergarten, to increase the depth of understanding of the artistic processes that lay the foundation of artistic literacy.

Second Grade

Art and music in Second Grade build on the experiences students had in the arts in grades K-1, to continue to increase the depth of understanding of the artistic processes that lay the foundation of artistic literacy.

Third Grade

Art and music in Third Grade build on the experiences students had in the arts in grades K-2, to continue to increase the depth of understanding of the artistic processes that lay the foundation of artistic literacy.

Fourth Grade

Art and music in Fourth Grade build on the experiences students had in the arts in grades K-3, to continue to increase the depth of understanding of the artistic processes that lay the foundation of artistic literacy.

Fifth Grade

Art and music in Fifth Grade build on the experiences students had in the arts in grades K-4, to continue to increase the depth of understanding of the artistic processes that lay the foundation of artistic literacy.

At all grade levels, students should have the opportunity to learn about the arts in the context of creating and performing. As students create and perform, they learn that the arts are basic to human communication and that they can use the arts to communicate specific meaning through their choices in the use of various arts elements and principles of design.

Artist Spotlight

The DoDEA Artist Spotlight is a monthly artwork challenge open to current DoDEA students and is held on the DoDEA Facebook fan page. Students are encouraged to submit a work of art, including photographs, digital artwork, 2D artwork, or 3D artwork that relates to the monthly theme. The artwork is displayed in a Facebook album and Facebook members have the opportunity to vote on their favorite image by selecting the Facebook “Like” button. The image with the most Facebook likes is announced as the favorite at the end of the challenge and showcased on both the DoDEA website and the DoDEA Facebook fan page (www.facebook.com/dodea.edu). The themes for the monthly artwork challenge often highlight vocabulary that is relevant across College and Career content areas, or focus on DoDEA monthly themes, such as the Month of the Military Child (April), DoDEA’s Anniversary Celebration, and the 5210 Healthy Military Child Initiative.

Standards

As part of DoDEA’s mission to “Educate, Engage, and Empower each student to succeed in a dynamic world,” DoDEA has adopted the [National Core Art Standards \(NCAS\)](#) to become part of DoDEA’s College and Career Ready Standards across three arts disciplines: Music, Theater, and Visual Arts. The [DoDEA College and Career Ready Standards for Arts \(CCRSA\)](#) provides benchmarks for all students, and will prepare our students to be best positioned for success in the global economy. As military-connected students move into and out of DoDEA and United States public schools, their arts education will not be disrupted.

The framework of the CCRSA is aligned across the arts disciplines as well as to [College and Career Ready Standards for Literacy \(CCRSL\)](#) and [College and Career Ready Standards for Math \(CCRSM\)](#). They include Enduring Understandings, Essential Questions, philosophical foundations, lifelong goals, and additional support resources. They form the basis for student performance in the arts and are measurable and attainable learning events-based on artistic goals that progress across grades and levels to create a sequential progression accompanied by skill development in the application of scientific practices and concepts. Rooted in backward design, the CCRSA foundation is an outcomes-based, standards-based approach to K-12 arts education across disciplines.

The CCRSA address artistic literacy, artistic practice, related assessments, and provide guidance to track student learning while clarifying connections between the arts and 21st century skills. DoDEA’s CCRSA are designed to guide fine arts educators as they help their students achieve the goal of independent arts literacy. The structure of the standards organizes outcomes by Artistic Process, thereby facilitating sequential instruction while also authentically reflecting the way arts think and work. The CCRSA are framed by artistic literacy and supported by instructional resources, including model cornerstone assessments that illustrate how literacy might be measured. The standards are based on the assumption of quality resources, including instructional time, spanning K-8 and continuing at the high school level. As with other subject areas, a commitment to quality education, equitable opportunities, and comprehensive expectations is embedded within the standards.

The standards are organized around four artistic processes:

1. Creating: Conceiving and developing new artistic ideas and work.
2. Performing/Presenting/Producing:
 - Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.
 - Presenting (visual arts): Interpreting and sharing artistic work.
 - Producing (media arts): Realizing and presenting artistic ideas and work.
3. Responding: Understanding and evaluating how the arts convey meaning.
4. Connecting: Relating artistic ideas and work with personal meaning and external context.

The four Artistic Processes are further defined by 11 Anchor Standards; and each Anchor Standard has a number of Performance Standards.

Click the links below to download the standards for students in grades K-8.

- [Introduction: DoDEA College and Career Ready Standards for Arts \(CCRSA\)](#)

The Standards by Discipline

- [Music](#)
- [Theatre](#)
- [Visual Arts](#)

Visit [NCAS Awareness](#) to learn more about the development and implementation of the DoDEA CCRSA.

Primary Instructional Resources

Many additional tools are available on the National Coalition for Core Arts Standards website, such as [College Board Arts Research](#) as downloadable PDFs, [guidance for inclusion of students with disabilities](#) in the arts, [FAQs](#), and an [NCAS glossary](#).

Assessments

Model Cornerstone Assessments provide protocols to help arts educators develop measures of student achievement. These assessments have been piloted in a diverse array of classrooms across the United States, refined for use in varied settings, and used to generate student work available online to illustrate the standards. The most current versions of the MCA's are located at [National Association for Music](#).

Learning at Home

Music Resources:

MTNA: <http://www.mtna.org/parent-and-student-resources/websites-for-kids/>

A list of parent and student resource websites

Visual Art Resources:

National Gallery of Art: <http://www.nga.gov/content/ngaweb.html>

Educational resources for families

Getty Museum: http://www.getty.edu/education/kids_families/index.html

Educational resources for families

FAQs

When will the CCRSA be implemented in DoDEA schools?

CCRSA will be fully implemented in all DoDEA schools beginning School Year 2017-18.

Why are the CCRSA important?

For teachers to identify what they want students to know and be able to do, and to check for understanding and to provide ways of ensuring that they have accomplished the objective. To ensure DODEA students develop Artistic Literacy.

Contact Information

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