

DoDEA College and Career Ready Standards for Arts (CCRSA)



COLLEGE AND CAREER READY
A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



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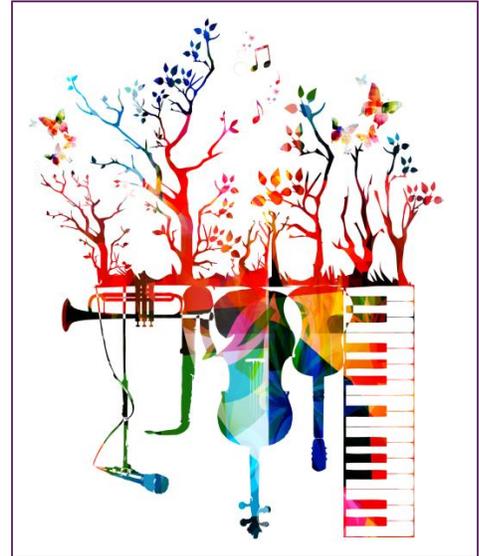


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Introduction

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.



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)¹ 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.

The DoDEA College and Career Ready Standards for Arts 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.

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Philosophical Foundations and Lifelong Goals

The philosophical foundations and lifelong goals establish the basis for the standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines.

PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.



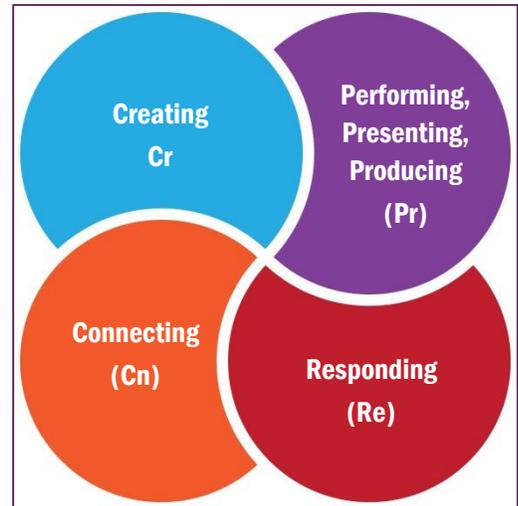
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Artistic Processes and the Anchor Standards

The CCRSA are organized and presented as follows:

- All of the performance standards for the Arts are grouped under the four Artistic Processes of Creating, Performing/Presenting/Producing, Responding or Connecting.
- Eleven arts performance standards are organized and coded according to the process components or “steps” of the Artistic Processes.
- Performance standards are provided for each grade level from kindergarten through grade eight.
- In Music, there are four distinct “strands” of high school performance standards are provided, reflecting the increasing variety of music courses offered in American secondary schools: Ensemble, Harmonizing Instrument (guitar, keyboard, etc.), Composition/Theory, and Music Technology performance standards. For an in depth discussion of the anchor standards and artistic processes please see the [Conceptual Framework](#).



	Creating	Performing/Presenting/ Producing	Responding	Connecting
Artistic Process	Conceiving and developing new artistic ideas and work.	<p>Performing: Realizing artistic ideas and work through interpretation and presentation.</p> <p>Presenting: Interpreting and sharing artistic work.</p> <p>Producing: Realizing and presenting artistic ideas and work.</p>	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
Anchor Standards	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 4. Select, analyze and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. 	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

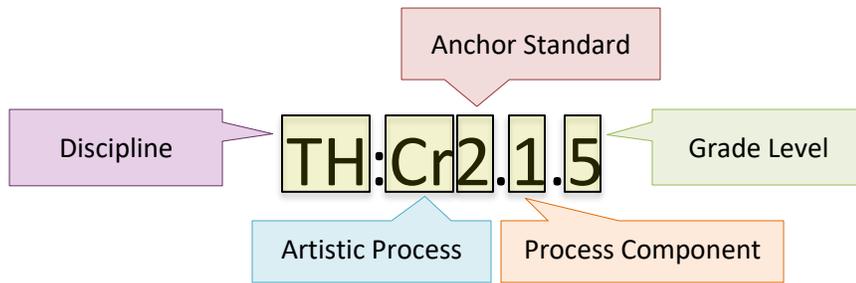


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Coding of the National Core Arts Standards

Example: TH:Cr2.1.5



Discipline (Theatre)

Artistic Process of Creating (Cr)
(Pr: Performing; Re: Responding;
Cn: Connecting)

Anchor Standard (2nd of 11)

Grade Level: 5th
(K: Kindergarten; grades 1-8; I, II, III;
High School (HS) proficient,
accomplished, advanced)

1. The **Artistic Disciplines** are **Music, Theater, and Visual Arts**.
2. The **Artistic Processes** are the cognitive and physical actions by which arts learning and making are realized. Inspired by the 1997 National Assessment of Education Progress (NAEP) Arts Education Assessment Framework, the National Core Arts Standards are based on the artistic processes of:
 - Creating;
 - Performing/ Producing/Presenting;
 - Responding; and
 - Connecting.

Each of the arts disciplines incorporates these processes in some manner. These processes define and organize the link between the art and the learner.

3. The **Anchor Standards** describe the general knowledge and skill that teachers expect students to demonstrate throughout their education in the arts. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy.
4. The **Process components** are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. The process components played a key role in generating enduring understandings and performance standards, and serve as the action verbs that collectively build toward the artistic processes. Process components and their definitions are presented among supplemental resources. In the final presentation of standards individual arts disciplines have placed differing levels of emphasis on the process components. Music standards, in particular, place process components in a central role. Visual arts standards, on the other hand, place greater emphasis on enduring understandings and essential questions.
5. The **Grade Levels** are divided into these categories – **K for Kindergarten, grades 1-8 and high school** is organized by these ratings: **proficient, accomplished** and **advanced**.



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The Standards by Discipline

College and Career Ready Standards for Arts

Music

GRADES: K-8

- [General Music: K-8](#)

GRADES: 6-12

- [Ensembles](#)
- [Harmonizing Instruments](#)

GRADES: 9-12

- [Composition and Theory](#)
- [Music Appreciation](#)
- [Music Technology](#)



Theatre

GRADES: 6-12

- [Theatre: 6-12](#)

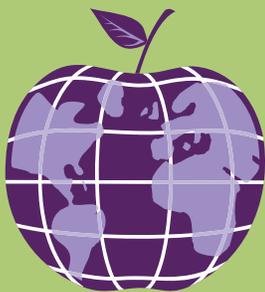


Visual Arts

GRADES: K-12

- [Visual Arts: K-12](#)





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