

Appendix A: National Core Arts Standards

There is wide disparity in how the arts are implemented in school curricula in different states. Only 27 states consider the arts as a core academic subject to include in the curriculum. The majority of these states refer to the arts in general terms rather than delineating specific arts domains (visual arts, music, dance, theater). The Arts Education Partnership notes that almost every state has policies that relate to arts instruction;¹ however, they vary widely by discipline and grade level, content, frequency and duration, and qualification for delivery of instruction.²

The educational climate is currently focused on the importance of establishing national standards for academic curriculum planning—basically defining what students should understand and be able to do in these content areas. The Common Core State Standards were released in 2010, with some states refusing to adopt them.

Arts educators recognized the need to establish national standards as early as 1994, developing the National Standards for Arts Education to provide guidance for curriculum development across the arts. The standards were periodically revised, resulting in the National Core Arts Standards released in mid-2014 that provides a comprehensive approach to arts curriculum development based on the artistic processes of creating, performing/presenting/producing, responding, and connecting.³

The National Core Arts Standards are organized into four categories, which are further divided into a total of 11 anchor standards that provide a framework for more specific curricular organization. The categories and anchor standards are as follows:

Creating (Cr)

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

Performing/Presenting/Producing (Pr)

4. Analyze, interpret, and select artistic work for presentation
5. Develop and refine artistic work for presentation
6. Convey meaning through the presentation of artistic work

Responding (Re)

7. Perceive and analyze artistic work
8. Interpret intent and meaning in artistic work
9. Apply criteria to evaluate artistic work

Connecting (Cn)

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

Specific information about the standards is available at www.nationalartsstandards.org.

Each of the lessons in this book reflects multiple arts standards, since they are based on the artistic-creative process inherent in Artistic Ways of Knowing. The following list contains the names of the lessons (divided by arts domain and referenced by page number), followed by abbreviated codes of the National Core Arts Standards that reflect the artistic process (e.g., *Cr* for “Creating”) and the number of the anchor standard that it satisfies.

Visual Arts

p. 14	Observer and Artist	Cr 1; Pr 4; Re 7, 9
p. 16	My Favorite Room	Cr 1, 2; Pr 4, 5, 6; Re 8, 9; Cn 10
p. 19	Symmetrical Colors	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 8; Cn 11
p. 22	Personal Portraits	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 10
p. 25	Escheresque Tessellations	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 9; Cn 10
p. 29	News Documentary Sculpture	Cr 1, 2, 3; Pr 5, 6; Re 7, 8; Cn 11
p. 32	A Collage with Attitude	Cr 1, 2, 3; Pr 5, 6; Re 8, 9; Cn 11
p. 35	In the Palm of My Hand	Cr 2; Pr 5; Re 7
p. 38	An Apple Three Ways	Cr 1, 2, 3; Pr 5, 6; Re 7, 8; Cn 10
p. 40	Picasso, <i>Guernica</i> , and Me	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 11
p. 46	Artist’s Journal of a Day	Cr 1, 2; Pr 5, 6; Re 8, 9; Cn 10
p. 49	Simply the Basics	Cr 1, 2, 3; Pr 4, 6; Re 7, 8, 9; Cn 10
p. 52	Haiku Visions	Cr 1, 2; Pr 4, 5, 6; Re 7, 8; Cn 10
p. 56	Stylish Considerations	Cr 1, 2; Pr 4; Re 7, 9; Cn 11
p. 59	Time Out for Critique	Cr 2, 3; Pr 4, 5, 6; Re 7, 8; Cn 10
p. 61	Peer Portfolio Review	Cr 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 10

Music

p. 68	Let’s Create a Song Together	Cr 1, 2, 3; Pr 5, 6; Re 7, 8; Cn 10, 11
p. 71	Environmental Soundscape	Cr 1, 2; Pr 5, 6; Re 7, 8; Cn 10
p. 73	Sound Stories	Cr 1, 2; Pr 6; Re 8; Cn 10
p. 75	Sound Paintings	Cr 1; Pr 6; Re 8
p. 77	A Rhythm Rondo	Cr 1, 2; Pr 5, 6; Re 8
p. 80	Dad’s Old Fashioned Root Beer	Cr 1, 2; Pr 5, 6; Re 8, 9; Cn 10
p. 84	Improv Plus	Cr 1, 2; Pr 5, 6; Re 8
p. 86	Musician’s Journal of a Day	Cr 1; Pr 6; Re 7, 8; Cn 10
p. 88	Simple and Sweet, Repeat	Cr 1, 2; Pr 4, 5, 6; Re 7, 8; Cn 10
p. 90	Haiku Sound Impressions	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 10
p. 93	Sound Waves, Overtones, & Harmonics	Cr 1; Pr 4; Re 7, 9; Cn 11
p. 100	Exploring 12 Tones	Cr 1, 2; Pr 4; Re 7, 9; Cn 11

p. 105 Let's Do Dodecaphonic!	Cr 1, 2; Pr 4, 5; Re 7; Cn 11
p. 112 Twelve-Tone Composition	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 9; Cn 10
p. 117 Peer Music Lesson	Cr 2, 3; Pr 4, 5; Re 7, 9; Cn 10
p. 120 Peer Music Rehearsal and Critique	Cr 2, 3; Pr 4, 5; Re 7, 9; Cn 10

Dance/Movement

p. 126 Dance Factory	Cr 1, 2; Pr 5, 6; Re 8; Cn 11
p. 129 Animal Journeys	Cr 1, 2; Pr 5, 6; Re 7, 8; Cn 10
p. 132 Forces of Nature	Cr 1, 2; Pr 5, 6; Re 8; Cn 11
p. 136 Ali Baba and the Forty Thieves	Cr 1, 2; Pr 5, 6; Re 8, 9
p. 139 Nutcracker Exploration	Cr 1, 2, 3; Pr 5, 6; Re 7, 8, 9; Cn 10, 11
P. 142 <i>Rodeo: A Western Ballet</i>	Cr 1, 2, 3; Pr 4, 6; Re 7, 8, 9; Cn 11
p. 145 It Take Two	Cr 1, 2, 3; Pr 5, 6; Re 8, 9; Cn 11
p. 149 My Moving World	Cr 1, 2, 3; Pr 5, 6; Re 8; Cn 10, 11
p. 151 Dancer's Journal of a Day	Cr 1, 2; Pr 4, 6; Re 7, 8; Cn 10
p. 154 Keep It to a Minimum	Cr 1, 2; Pr 5, 6; Re 8; Cn 10
p. 157 Haiku Reflections through Movement	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 10
p. 162 Dance Me a Story	Cr 1, 2; Pr 4, 5, 6; Re 8, 9; Cn 11
p. 166 Dividing the Beat	Cr 1, 2; Pr 4; Re 9; Cn 11
p. 172 Metric Pulse and Poetic Meter	Cr 2; Pr 4, 5; Re 7, 9; Cn 10
p. 178 Peer Choreography Lesson	Cr 2, 3; Pr 4, 5; Re 7, 8, 9; Cn 10
p. 181 Peer Dance Rehearsal and Critique	Cr 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 10

Theater/Drama

p. 189 It's in the Bag	Cr 1, 2; Pr 6; Re 6, 7
p. 192 Improv Zaps	Cr 1; Pr 6; Re 8
p. 196 Name Games	Cr 1; Pr 6; Re 8
p. 199 I Spy with My Metaperceptive Eye	Cr 1; Pr 5, 6; Re 7, 8, 9
p. 204 Mirrors and Shadows	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 10
p. 208 Vocal Play and Characterization	Cr 1, 2; Pr 5, 6; Re 8; Cn 10
p. 212 Silent Movies	Cr 1, 2, 3; Pr 4, 5, 6; Re 8; Cn 11
p. 215 Actor's Journal of a Day	Cr 1, 2; Pr 6; Re 8; Cn 10
p. 218 Let's Not Get Physical	Cr 1, 2; Pr 6; Re 8; Cn 10
p. 220 Haiku Expressions	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 10
p. 225 Portraits Come to Life	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 10, 11
p. 229 Creative Storytelling	Cr 1, 2; Pr 5, 6; Re 8; Cn 11

p. 232 Exploring History through Role Play	Cr 1, 2; Pr 6; Re 8; Cn 11
p. 235 Peer Dialogue Rehearsal	Cr 2, 3; Pr 4, 5; Re 7, 8, 9; Cn 10
p. 238 Peer Acting Rehearsal and Critique	Cr 1, 2, 3; Pr 4, 5, 6; Re 7, 8, 9; Cn 10

¹ Arts Education Partnership, 2014

² Haroutounian, 2015

³ National Coalition for Core Arts Standards, 2014