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; however, they vary widely by discipline and grade level, content, frequency and duration, and qualification for delivery of instruction.

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, andconnecting.

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:

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<tr>
<th>Category</th>
<th>Anchor Standards</th>
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<tr>
<td>Creating (Cr)</td>
<td>1. Generate and conceptualize artistic ideas and work 2. Organize and develop artistic ideas and work 3. Refine and complete artistic work</td>
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<tr>
<td>Performing/Presenting/Producing (Pr)</td>
<td>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</td>
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<td>Responding (Re)</td>
<td>7. Perceive and analyze artistic work 8. Interpret intent and meaning in artistic work 9. Apply criteria to evaluate artistic work</td>
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<tr>
<td>Connecting (Cn)</td>
<td>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</td>
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</table>

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**

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<td>In the Palm of My Hand</td>
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<td>Picasso, <em>Guernica</em>, and Me</td>
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**Music**

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Peer Music Lesson  p. 117  Cr 2, 3; Pr 4, 5; Re 7, 9; Cn 10

Peer Music Rehearsal and Critique  p. 120  Cr 2, 3; Pr 4, 5; Re 7, 9; Cn 10

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1 Arts Education Partnership, 2014
2 Haroutounian, 2015
3 National Coalition for Core Arts Standards, 2014