STANDARDS TOOLKIT
PROFESSIONAL DEVELOPMENT MODULE
FOR FINE ARTS

Facilitators Guide
INTRODUCTION

ABOUT THIS GUIDE

The Standards Toolkit Professional Development Module for Fine Arts is a facilitator’s guide for presenting two workshops aimed at helping participants:

- Understand the system of standards that includes standards, benchmarks, performance indicators, and performance standards.
- Understand the major components of the Standards Toolkit: 1) the Fine Arts Framework which includes the Grade Level Performance Indicator Progression and Scope and Sequence, 2) the Instructional Guide, and 3) An Essential Arts Toolkit, ARTS FIRST for the K-5 Classroom Teacher: Hawaii Fine Arts Grade Level Guide, Supplement to the Hawaii Department of Education’s Arts Instructional Guide. This document will be referenced hereafter as the ARTS FIRST K-5 Toolkit Supplement.
- Be familiar with ways to use the Standards Toolkit Tools.

The workshops are intended for teachers, administrators, and support personnel.

PRESENTATION POINTERS

This module provides suggestions for presenting the Standards Toolkit. It was meant to be used flexibly, so facilitators should modify the workshops to meet the needs of their audience. To prevent the workshops from being a passive activity, allow as much time as possible for reflection and response. Follow-up activities can be introduced to support participants’ application of the ideas presented in the workshops.

COMPONENTS OF THE MODULE

This module consists of two workshops, each with a facilitators guide, handouts, PowerPoint slides, resources, and readings. The workshops provide information about the components in the Standards Toolkit and describe ways to use the tools in the various stages of standards implementation. Participants are provided hands-on experiences with the tools and opportunities to give feedback about what is in the toolkit.

Workshops
The Workshops section of this module features two workshops of different lengths to help the intended audiences understand how to implement standards using the tools in the Standards Toolkit. This section provides agendas, notes to presenters/facilitators, and activities to promote discussion and discovery.
Workshop 1. Introduction to the Fine Arts Standards Toolkit
This is a 90-minute workshop that gives information about the Standards Toolkit with emphasis on the Grade Level Performance Indicator Progression, Instructional Guide, and ARTS FIRST K-5 Toolkit Supplement. A supplemental resource book, Benchmarks in Action by MENC: The National Association for Music Education may be discussed if time permits.

Workshop 2. Using the Tools in the Fine Arts Standards Toolkit
This is a four-hour workshop that gives in-depth information about the Standards Toolkit, hands-on experience with sample lessons, and discussion about the tools. Information about the context for implementing standards and the description of a standards implementation planning process are included.

Handouts and Overheads/Slides
This section contains materials to be duplicated and distributed to participants in each workshop, along with PowerPoint slides and camera-ready masters for overhead transparencies. The Standards Toolkit documents are not included in this module.

Resources and Readings
Materials that expand on the ideas presented in the workshop are included in the Arts Standards Toolkit. These may be used by the presenter/facilitator to build his/her own background knowledge.
# slides, Overheads And Handouts

## Workshop #1 Introduction To The Fine Arts Standards Toolkit

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<td>ARTS FIRST K-5 Toolkit Supplement**</td>
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<td><em>Benchmarks in Action</em> by MENC: The National Association for Music Education (supplemental book)**</td>
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<td></td>
<td>Instructional Guide excerpt, Grade 7, Fine Arts Standard 7 (Music 1)***</td>
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## Workshop #2 Using The Tools In The Fine Arts Standards Toolkit

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<th>Powerpoint Slides And Overheads</th>
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<td>1 Content Standards</td>
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<tr>
<td>PowerPoint: Part I: Making Sense of Standards</td>
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<td>PowerPoint: Part II: ARTS FIRST K-5, Toolkit Supplement</td>
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<tr>
<td></td>
<td>Instructional Guide excerpt, Grade 7, Fine Arts Standard 7 (Music 1)***</td>
</tr>
</tbody>
</table>

*These are not included as part of this module but are on the Department of Education website.

**Contact the State Educational Specialists for Art and Music to get copies of these materials.

***These materials should be provided to all workshop participants if everyone does not have a copy of the Instructional Guide. They are not included as part of this module.
WORKSHOPS

Workshop #1: Introduction to the Fine Arts Standards Toolkit (90 minutes)
Workshop #2: Using the Tools in the Fine Arts Standards Toolkit (4 hours)
Workshop #1 gives information about the Standards Toolkit for Fine Arts with emphasis on the Grade Level Performance Indicator Progression, Instructional Guide, and the ARTS FIRST K-5 Toolkit Supplement. The workshop can be effective for an audience of 20-50 participants, including teachers, support staff, and administrators.

**Agenda and Time Guide**

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<th>Activity</th>
<th>Time (minutes)</th>
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<tr>
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<tr>
<td>Making Sense of Standards</td>
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<tr>
<td>Overview of the Standards Toolkit for Fine Arts</td>
<td>50</td>
</tr>
<tr>
<td>Closing discussion</td>
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</tbody>
</table>

Approximate Workshop Time 90 minutes

For this workshop, you will need Parts I and II of the PowerPoint presentation and Handouts 1-7. Masters for the handouts, overheads, and PowerPoint slides are in the Handouts section of this module. Participants will also need a copy of the Instructional Guide, Grade 7, Fine Arts Standard 7 (Music 1). Ideally, they should also have copies of the Fine Arts Curriculum Framework and Instructional Guide.

You may offer the elementary teachers copies of the Resources and Readings section from the ARTS FIRST K-5 Toolkit Supplement, either before the workshop, at appropriate times in the presentation, or after the workshop for further study. Review the resources and select the information that is relevant to your participants’ needs and concerns. A supplemental resource book, *Benchmarks in Action* by MENC: The National Association for Music Education may be reviewed if time permits.

**Welcome and Introductions (10 minutes)**

1. Welcome the participants. Introduce yourself and explain that as a workshop facilitator you will guide the participants through the session to help them understand the Fine Arts Standards Toolkit and its uses.

2. Depending on the size of the group, participants might introduce themselves and share their interest in learning about the Standards Toolkit.
Outcomes (5 minutes)
1. Use Overhead 1 and explain that this workshop gives a brief overview of the Standards Toolkit for Fine Arts and should be followed-up with an in-depth, hands-on workshop in the future. State the objectives of the workshop:

By the end of the workshop you will:
- Understand the system of standards that includes standards, benchmarks, performance indicators, and performance standards.
- Understand the two major components of the Standards Toolkit for Fine Arts—the Grade Level Performance Indicator Progression and the Fine Arts Instructional Guide.
- Be familiar with uses for the performance indicators and Instructional Guide.

2. Ask participants to share with a partner how these outcomes correspond with their expectations for this workshop.

Making Sense of Standards (15 minutes)
1. Ask participants to discuss the following:

- What is a content standard? What is a performance standard?
- What is a benchmark? What is a performance indicator?

Tell participants they will revisit their responses to these questions following the PowerPoint Part I presentation.

2. Present the PowerPoint Part I presentation, “Making Sense of Standards.” Distribute Handout 1, “Content Standards” and invite participants to use this for taking notes.

Distribute Handout 2, “Benchmarks,” and Handout 3, “Performance Indicators,” and allow time for participants to read the handouts.

Distribute Handout 4, “Standards-at-a-Glance,” which shows how the standards are organized in the four disciplines. Explain that the chart has been reorganized under three strands: How the Arts Are Organized, How the Arts Communicate, How the Arts Shape and Reflect Culture. The strands organize the standards into broad ideas and major concepts.

3. Give participants five minutes to revisit and revise their responses to the questions discussed in step 1. Respond to questions and clarify confusing points or misconceptions.
Overview of the Fine Arts Standards Toolkit (50 minutes)
1. Introduce the Standards Toolkit for Fine Arts: 1) the Curriculum Framework (includes the Grade Level Performance Indicator Progression and the Scope and Sequence), 2) the Instructional Guide, and 3) the ARTS FIRST K-5 Toolkit Supplement. Distribute Handout 5 and invite participants to use this for notetaking.

Participants will need a copy of the Instructional Guide Grade 7, Fine Arts Standard 7 (Music 1) to review a sample chart with the Standards, benchmarks, grade level indicators, assessment tasks, and instructional strategies. Discuss how the Standards, benchmarks, grade level indicators, assessment tasks, and instructional strategies are linked together. (Copies are not included with this module.)

Present the ARTS FIRST K-5 Toolkit Supplement using the PowerPoint Part II presentation.

2. Participants will form small groups (4-5 participants). Participants will need Handout 6, “General Learner Outcomes” and Handout 7, “Process for Implementation.” Participants will discuss how the General Learner Outcomes (GLOs) are used in the process for implementing Fine Arts Standards. Participants choose one discipline and share with the large group. Allow 10-15 minutes for this activity.

3. Give an overview of the Standards Toolkit components and review the parts of each document. Refer to Handout 5.
   - Fine Arts Curriculum Framework (includes the Grade Level Performance Indicator Progression and the Scope and Sequence),
   - Instructional Guide, and
   - ARTS FIRST K-5 Toolkit Supplement

Have participants review each part and discuss how they are related in small groups. Allow 10-15 minutes for this activity. If time permits, have groups share their discussion.

4. Ask participants to form small groups and focus on the Instructional Guide. Discuss the following:
   - What do you notice about the benchmarks and indicators?
   - What is the relationship between assessment and instruction?
   - Why should assessment come before instruction?
   - How can this information be used to develop curriculum?
   - What would a lesson plan look like?

If time permits, have groups share their discussion.
**Closing Discussion (5 minutes)**

1. Review the workshop objectives. Respond to participants’ questions. Thank the participants for attending the workshop. You may wish to offer participants an opportunity to discuss this topic at a future workshop. Explain that a follow-up workshop will include more hands-on opportunities with the Standards Toolkit.

2. Ask participants to do a final reflection: What was learned? What more needs to be learned?
WORKSHOP #2
Using the Tools in the Fine Arts Standards Toolkit
4 hours

Workshop #2 provides, in a half-day format, an in-depth explanation of the Standards Toolkit with activities that engage the participants in using the Toolkit. The workshop can be effective for an audience of 20-50 participants, including teachers, support staff, and administrators.

### Agenda and Time Guide

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<th>Activity</th>
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<td>Outcomes</td>
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<td>Making Sense of Standards</td>
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</tr>
<tr>
<td>Closing discussion</td>
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</tr>
</tbody>
</table>

**Workshop Time**

4 hours

For this workshop, you will need Parts I and II of the PowerPoint presentation and Handouts 1-7. Masters for the handouts, overheads, and PowerPoint slides are in the Handouts section of this module. Participants will also need a copy of the Instructional Guide, Grade 7, Fine Arts Standard 7 (Music 1). Ideally, they should also have copies of the Fine Arts Curriculum Framework and Instructional Guide.

You may offer the elementary teachers copies of the Resources and Readings section from the ARTS FIRST K-5 Toolkit Supplement, either before the workshop, at appropriate times in the presentation, or after the workshop for further study. Review the resources and select the information that is relevant to your participants’ needs and concerns. A supplemental resource book, *Benchmarks in Action* by MENC: The National Association for Music Education may be reviewed if time permits.

**Welcome and Introductions (15 minutes)**

1. Welcome the participants. Introduce yourself and explain that as a workshop facilitator you will guide the participants through the session to help them understand the Fine Arts Standards Toolkit and its uses.

2. Depending on the size of the group, participants might introduce themselves and share what they already know about the Standards Toolkit and what more they want to learn.
Outcomes (15 minutes)
1. Use Overhead 2 and give an overview of the workshop. Call participant’s attention to the outcomes of the workshop and tell them:

By the end of the workshop you will:
- Understand the system of standards and the context for implementing standards
- Know one model for planning the implementation of standards and how the toolkit relates to that model
- Understand the components of the Standards Toolkit for Fine Arts—the Fine Arts Curriculum Framework (which includes the Grade Level Performance Indicator Progression and Scope and Sequence), the Fine Arts Instructional Guide, and the ARTS FIRST K-5 Toolkit Supplement. *Benchmarks in Action* by MENC: The National Association for Music Education is a supplemental book that may be used as a resource for student work if time permits.
- Understand how to connect curriculum, instruction, and assessment to standards
- Be familiar with uses for the components of the Standards Toolkit.

2. Depending on the size of the group and whether the participants know each other, participants might introduce themselves and state why they are interested in learning from this workshop.

Making Sense of Standards (60 minutes)
1. Ask participants to discuss the following:
   - What is a content standard? What is a performance standard?
   - What is a benchmark? What is a performance indicator?

2. Present the PowerPoint Part I presentation, “Making Sense of Standards.” (Refer to the Resources and Readings section for more background information.) Distribute Handout 1, “Content Standards” and invite participants to use this for taking notes.

   Distribute Handout 2, “Benchmarks,” and Handout 3, “Performance Indicators,” and allow time for participants to read the handouts.

3. Distribute Handout 4, “Standards-At-A-Glance,” which shows how the standards are organized in the four disciplines. Explain that the chart has been reorganized under three strands: How the Arts Are Organized, How the Arts Communicate, and How the Arts Shape and Reflect Culture. The strands organize the standards into broad ideas and major concepts.
4. Give participants five minutes to revisit and revise their responses to the questions discussed in step 1. Respond to questions and clarify confusing points or misconceptions.

5. Introduce the “Standards Implementation Planning Model” (Handout 7). Discuss:
   - Backward mapping, starting with expectations and assessment and ending with instruction.
   - Integration of curriculum, assessment, and instruction.
   - Cyclical nature of process.

Give participants 5 minutes to do a Think, Pair, Share. Instruct them to:
   - Think about your process for implementing standards and the steps involved.
   - Turn to a partner and share your process.
   - Discuss the similarities and differences of each process.

6. Ask a few pairs to share the highlights of their discussion with the entire group. Tell participants to look for similarities and differences among each pair.

7. Emphasize that the Standards Toolkit is a resource that supports the implementation of each of the steps in the planning process. Throughout the workshop and as the components of the Toolkit are shared, refer back to Handout 7 so participants can align the tools within the planning process. The tools align in the following ways:

<table>
<thead>
<tr>
<th>Steps in the Planning Process</th>
<th>Component of the Standards Toolkit</th>
</tr>
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<tbody>
<tr>
<td>Identify relevant standards</td>
<td>Fine Arts Curriculum Framework</td>
</tr>
<tr>
<td>Determine acceptable evidence</td>
<td>Grade Level Performance Indicator Progression</td>
</tr>
<tr>
<td>Determine learning experiences</td>
<td>Instructional Guide</td>
</tr>
<tr>
<td>Teach and collect evidence</td>
<td>Instructional Guide</td>
</tr>
<tr>
<td>Assess student work</td>
<td>Grade Level Performance Indicator Progression and Instructional Guide</td>
</tr>
</tbody>
</table>

Overview of the Standards Toolkit for Fine Arts (60 minutes)

1. Introduce the Standards Toolkit for Fine Arts: 1) the Curriculum Framework (includes the Grade Level Performance Indicator Progression and the Scope and Sequence), 2) the Instructional Guide, and 3) the ARTS FIRST K-5 Toolkit Supplement. Distribute Handout 5 and invite participants to use this for taking notes.

Participants will need a copy of the Instructional Guide Grade 7, Fine Arts Standard 7 (Music 1) to review a sample chart with the Standards, benchmarks, grade level indicators, assessment tasks, and instructional strategies. Discuss how the Standards, benchmarks, grade level indicators, assessment tasks, and instructional strategies are linked together. (Copies are not included with this module.)
Present the ARTS FIRST K-5 Toolkit Supplement using the PowerPoint II overview.

2. Participants will form small groups (4-5 participants). Participants will need Handout 6, “General Learner Outcomes” and Handout 7, “Process for Implementation.” Participants will discuss how the General Learner Outcomes (GLOs) are used in the process for implementing Fine Arts Standards. Participants may choose one discipline and share with the large group. Allow 10-15 minutes for this activity.

3. Give an overview of the toolkit components and review the parts of each document. Refer to Handout 5.
   - Fine Arts Curriculum Framework (includes the Grade Level Performance Indicator Progression and the Scope and Sequence),
   - Instructional Guide, and
   - ARTS FIRST K-5 Toolkit Supplement

Have participants review each document and discuss how they are related in small groups. Allow 20-30 minutes for this activity. If time permits, have groups share their discussion.

Using the Grade Level Performance Indicator Progression and Scope and Sequence (60 Minutes)

1. Review the Grade Level Performance Indicator Progression. Discuss how the progression can be used to develop quality student work and curriculum.

2. Review the Scope and Sequence and have participants form small groups and discuss how the Scope and Sequence can be used. At the end of five minutes, ask two or three small groups to share how the Scope and Sequence can be used.

3. Ask participants to reflect on the following in their groups:
   - Are the indicators appropriate for their respective grade levels?
   - How can the indicators be used to develop quality student work?
   - How can you use the indicators to develop lessons and curriculum?

Using the Instructional Guide

1. Show the Instructional Guide for review and discussion.

2. Direct participants to turn to any page of the Instructional Guide. Review each part of the matrix with them:
   - The content standard appears in boldface at upper left corner of the matrix.
   - (Reading from left to right) The grade level cluster benchmarks appear in the first column followed by grade level performance indicators. The third column gives one example of an assessment task. A sample instructional activity or strategy follows. The instructional strategy should prepare
students to be able to produce work required of assessment tasks addressing the specific benchmarks.

3. Give participants 10 minutes to read a portion of the Instructional Guide, then direct them to discuss the following in small groups:

- How is the assessment task related to instruction?
- What are the connections among standards, benchmarks, performance indicators, assessment tasks, and instructional activities?
- What other kinds of assessment tasks and instructional strategies or activities can be used to meet the benchmarks and indicators for Standards 1 or 2.
- How are the General Learner Outcomes integrated in the instruction and evident in the student work?

Closing Discussion (30 minutes)

1. Summarize the workshop and assist participants to visualize the entire system of standards and how the Standards Toolkit supports the standards. Point out the connection between all of the parts of a standards system: 1) Content Standards, Benchmarks, Performance Indicators, 2) Assessment Tasks, 3) Instructional Strategies, and 4) Sample Student Work with Commentary. Provide time for the participants to discuss the connections among all parts of a standards system.

   Discuss the connections between the standards implementation planning process and the components of the Standards Toolkit.

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</tbody>
</table>

2. Review the workshop objectives. Have participants reflect on what they learned and if time permits to share their thoughts in small groups first, and then the large group. Direct them to discuss the following and share with the large group.

- New learning
- Reinforced learning
- Unanswered questions
- Concerns and issues

3. Thank the participants for attending the workshop. You may wish to offer participants an opportunity to discuss “next steps” for a future workshop.

4. Have participants fill-out reflection form.
Optional Activities

Discuss Instructional Guide and student work (15 minutes)
1. Have participants form small groups. Direct them to discuss: “What kind of student work might be collected to represent each of the disciplines?” Participants can concentrate on one area of the standards, e.g., music and visual arts.

2. The purpose of this activity is to help participants visualize what these standards look like in practice.

3. If time permits, each group can share some of their ideas with the large group.

Discuss Curriculum Framework in small groups (15 minutes)
1. Call participants’ attention to other features of the Curriculum Framework, e.g., Integrating Assessment, Instruction, and Curriculum.

2. Discuss how integration can be used to develop and implement curriculum.

Ice-Breaker (10 minutes)
Needs assessment for participants
1. Audience line up from “weak to strong” in terms of their background in Fine Arts; talk to each other about your background and get into a line; find the range by asking “people or groups” their background in Fine Arts; group into pairs and introduce your partner.

2. Discuss how the participants can network with each other to implement the Fine Arts Standards.

Ice-Breaker (10 minutes)
1. Participants go into a group of one of the Fine Arts disciplines (four corners of the room): visual arts, music, drama, or dance and demonstrate the unique characteristic of that discipline or art form. (5-10 minutes)

2. Discuss how the disciplines are similar and different.
HANDOUTS AND OVERHEADS/SLIDES
By the end of the workshop you will:

- Understand the system of standards that includes standards, benchmarks, performance indicators, and performance standards.

- Understand the two major components of the Standards Toolkit for Fine Arts—the Grade Level Performance Indicator Progression and the Fine Arts Instructional Guide.

- Be familiar with uses for the performance indicators and Instructional Guide.
Content Standards

- Define WHAT every student should know, and be able to do, and care about.

- Identify essential content.

- Organize the content of Visual Arts, Music, Drama and Theatre, and Dance Standards.
Benchmarks

- Describe more specifically the content of the standards within grade level clusters.

- Describe WHEN students can reasonably be expected to know a given content.

- Are clustered to acknowledge different rates of learning, and to provide flexibility for curricular choice.
Performance Indicators

• Are one part of the performance standards that describe “how well” students must perform to meet standards.”

• Are organized by grade levels and linked to a standard and benchmarks

• Are descriptors of student learning toward a standard

• Describe what should be in student work

• Reflect growing sophistication required in student work and performance
# Fine Arts Standards At-A-Glance

## HOW THE ARTS ARE ORGANIZED

<table>
<thead>
<tr>
<th>MAJOR CONCEPTS</th>
<th>Visual Arts Standards 1-6</th>
<th>Music Standards 7-14</th>
<th>Drama and Theatre Standards 15-21</th>
<th>Dance Standards 22-28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements and Principles</td>
<td>Standard 3 Identify, understand, and apply the elements and principles of art, using the language of the visual arts. (V3)</td>
<td>Standard 10 Compose and arrange music within specific guidelines. (M4)</td>
<td>Standard 17 Understand and apply the skills of acting. (T3)</td>
<td>Standard 24 Identify and demonstrate movement skills, the elements of movement (space, time, energy, force, and shape), and movement qualities. (D3)</td>
</tr>
<tr>
<td>Connections with other Arts and Disciplines</td>
<td>Standard 6 Make connections between visual arts and the performing arts as well as other subject areas. (V6)</td>
<td>Standard 11 Read and notate music. (M5)</td>
<td>Standard 18 Understand and apply the skills of design and technical theatre. (T4)</td>
<td>Standard 21 Understand and demonstrate how theatre arts are related to various art forms and disciplines. (T7)</td>
</tr>
<tr>
<td></td>
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<td>Standard 22 Understand choreographic principles, processes, and structures. (D7)</td>
<td>Standard 27 Make connections between dance and healthy living. (D6)</td>
<td>Standard 28 Make connections between dance and other disciplines. (D7)</td>
</tr>
</tbody>
</table>

## HOW THE ARTS COMMUNICATE

<table>
<thead>
<tr>
<th>HOW THE ARTS COMMUNICATE</th>
<th>Understanding and Applying (performing or producing)</th>
<th>Creative Thinking, Analysis, Interpretation, and Judgment</th>
<th>HOW THE ARTS SHAPE AND REFLECT CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standard 1 Understand and apply art materials, techniques, and processes in creating original artworks to communicate ideas, experiences, and feelings, stories and opinions. (V1)</td>
<td>Standard 5 Reflect upon the meaning, nature, and value of one's own works and the works of others through description, analysis, interpretation, and judgment. (V5)</td>
<td>History and Culture</td>
</tr>
<tr>
<td></td>
<td>Standard 2 Exhibit visual understanding in evaluation and use of visual themes, symbols, and metaphors. (V2)</td>
<td>Standard 7 Sing a variety of music, alone and with others. (M1)</td>
<td>Standard 4 Understand the role the visual arts play in the lives of people in the past and present cultures. (VA4)</td>
</tr>
<tr>
<td></td>
<td>Standard 3 Make connections between visual arts and the performing arts as well as other subject areas. (V6)</td>
<td>Standard 8 Perform on instruments a variety of music, alone and with others. (M2)</td>
<td>Standard 12 Understand music from various styles and cultures, and its relationship with other arts. (M6)</td>
</tr>
<tr>
<td></td>
<td>Standard 4 Understand and apply the skills of acting. (T3)</td>
<td>Standard 9 Improvise patterns, melodies, variations, and accompaniments. (M3)</td>
<td>Standard 13 Understand and relate the role of theatre arts to culture and history. (T5)</td>
</tr>
<tr>
<td></td>
<td>Standard 5 Make connections between dance and healthy living. (D6)</td>
<td>Standard 14 Evaluate music and music performance. (M8)</td>
<td>Standard 25 Demonstrate and understand dance in various cultures and historical periods. (D4)</td>
</tr>
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<td>Standard 15 Understand and apply theatre skills to develop and communicate a story. (T1)</td>
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INTRODUCING THE STANDARDS TOOLKIT (Fine Arts)

- Fine Arts Framework (includes Grade Level Performance Indicators Progression and Scope and Sequence)
- Instructional Guide
- ARTS FIRST K-5 Toolkit Supplement
General Learner Outcomes

- Self-Directed Learner
- Community Contributor
- Complex Thinker
- Quality Producer
- Effective Communicator
- Effective and Ethical User of Technology
Process for Implementation

- Identify relevant standards.
- Determine acceptable evidence. [ASSESSMENT]
- Determine learning experiences. [CURRICULUM]
- Teach and collect evidence of student learning. [INSTRUCTION and ASSESSMENT]
- Analyze student work for improvement and/or report on student learning results.

(Reteach or repeat process with next set of relevant standards. Throughout the process, involve students.)
Standards Toolkit Workshop

Reflection Questions

1. Personal learning:
What have I learned about the “Toolkit”? What can I use as an individual?

2. Professional learning:
How can I use this learning to help my/our school/complex/district learn and grow?

3. How do you think the “Toolkit” will impact student achievement?

4. Comments/Insights
WORKSHOP #2: Using the Tools in the Fine Arts Standards Toolkit
By the end of the workshop you will:

- Understand the system of standards and the context for implementing standards
- Know one model for planning the implementation of standards and how the toolkit relates to that model
- Understand the components of the Standards Toolkit for Fine Arts—the Fine Arts Curriculum Framework (which includes the Grade Level Performance Indicators Progression and Scope and Sequence), the Fine Arts Instructional Guide, and the ARTS FIRST K-5 Toolkit Supplement. *Benchmarks in Action* by MENC: The National Association for Music Education is a supplemental book that may be used as a resource for student work if time permits.
- Understand how to connect curriculum, instruction, and assessment to standards
- Be familiar with uses for the components of the Standards Toolkit.
Content Standards

- Define WHAT every student should know, and be able to do, and care about.
- Identify essential content.
- Organize the content of Visual Arts, Music, Drama and Theatre, and Dance Standards.
Benchmarks

- Describe more specifically the content of the standards within grade level clusters.

- Describe WHEN students can reasonably be expected to know a given content.

- Are clustered to acknowledge different rates of learning, and to provide flexibility for curricular choice.
Performance Indicators

• Are one part of the performance standards that describe “how well” students must perform to meet standards.”

• Are organized by grade levels and linked to a standard and benchmarks

• Are descriptors of student learning toward a standard

• Describe what should be in student work

• Reflect growing sophistication required in student work and performance
## Fine Arts Standards At-A-Glance

### MAJOR CONCEPTS

<table>
<thead>
<tr>
<th>Visual Arts Standards 1-6</th>
<th>Music Standards 7-14</th>
<th>Drama and Theatre Standards 15-21</th>
<th>Dance Standards 22-28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements and Principles</strong></td>
<td><strong>Standard 3</strong> Identify, understand, and apply the elements and principles of art, using the language of the visual arts. (V3)</td>
<td><strong>Standard 10</strong> Compose and arrange music within specific guidelines. (M4)</td>
<td><strong>Standard 24</strong> Identify and demonstrate movement skills, the elements of movement (space, time, energy, force, and shape), and movement qualities. (D3)</td>
</tr>
<tr>
<td><strong>Connections with other Arts and Disciplines</strong></td>
<td><strong>Standard 6</strong> Make connections between visual arts and the performing arts as well as other subject areas. (V6)</td>
<td><strong>Standard 11</strong> Read and notate music. (M5)</td>
<td><strong>Standard 21</strong> Understand and demonstrate how theatre arts are related to various art forms and disciplines. (T7)</td>
</tr>
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</table>

### HOW THE ARTS ARE ORGANIZED

| Understanding and Applying (performing or producing) | **Standard 1** Understand and apply art materials, techniques, and processes in creating original artworks to communicate ideas, experiences, and feelings, stories and opinions. (V1) | **Standard 7** Sing a variety of music, alone and with others. (M1) | **Standard 15** Understand and apply theatre skills to develop and communicate a story. (T1) |
| Creative Thinking, Analysis, Interpretation, and Judgment | **Standard 2** Exhibit visual understanding in evaluation and use of visual themes, symbols, and metaphors. (V2) | **Standard 8** Perform on instruments a variety of music, alone and with others. (M2) | **Standard 16** Understand and apply artistic collaboration in drama and theatre. (T2) |
| **Standard 5** Reflect upon the meaning, nature, and value of one’s own works and the works of others through description, analysis, interpretation, and judgment. (V5) | **Standard 9** Improvise patterns, melodies, variations, and accompaniments. (M3) | **Standard 13** Listen to, analyze, and describe music. (M7) | **Standard 20** Analyze and critique informal and formal theatre productions. (T6) |

### HOW THE ARTS COMMUNICATE

| **Standard 4** Understand the role the visual arts play in the lives of people in the past and present cultures. (VA4) | **Standard 12** Understand music from various styles and cultures, and its relationship with other arts. (M6) | **Standard 19** Understand and relate the role of theatre arts to culture and history. (T5) | **Standard 25** Demonstrate and understand dance in various cultures and historical periods. (D4) |

### HOW THE ARTS SHAPE AND REFLECT CULTURE

| **Standard 17** Understand and apply the skills of acting. (T3) | **Standard 18** Understand and apply the skills of design and technical theatre. (T4) | **Standard 22** Understand choreographic principles, processes, and structures. (D7) | **Standard 23** Understand that dance is a way to create and communicate meaning. (D2) |
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