**Visual Art Standards Writing Recommendations**

*The Steering Committee asks that the writing team for Visual art change the overall structure of the Maine Learning Results to reflect the work of the National Coalition for Core Arts Standards (NCCAS) from 2016. The Steering Committee believes the focus on the four artistic processes and eleven anchor standards, with the accompanying Essential Questions and Enduring Understandings that are included in the NCCAS model provide an excellent overall structure that would work well for Maine Visual Art students. The NCAS model offers clarity of purpose and supports the Maine Guiding Principles.*

*The guidance for the visual art writing team was created after careful review of the MLR as well as new standards that have been developed since 2007.*

**Visual Art Section Introduction:**

* Include statements that indicate that study in Visual Arts includes creative problem solving, creative thinking, and the creative process, along with skill building with art media, exposure to a variety of media (traditional and emerging), and varied approaches to art making; and that decisions about very specific media and knowledge happen at the local level during curriculum design.
* Consult NY language about visual literacy to include in Introduction. Include keywords/ideas, highlighted in red:

 “Tools for navigating the internal and external worlds Visual arts study is essential to developing another key 21st century skill, Visual Literacy. Visual literacy permits students to become active initiators, rather than passive receivers, of image-based communication, and to understand how messages, information, and meaning are conveyed through organization and presentation of image(s) and images-with-text. Students become aware of how images are also used to influence ideas, sell products, etc. and are equipped to mediate imagery’s impact, and choose (or not) to be influenced. Creativity and innovation are essential components of sequential instruction in the visual arts, and are critical to understanding the value of visual arts in the school curricula. Visual art fosters innovative thought. Innovations lead to new understandings, and help cultures to move forward. The visual arts are essential to innovative, interdisciplinary problem-solving. A summary of innovative skills fostered by visual arts instruction includes: • curiosity, which is a habit of asking good questions and a desire to understand more deeply; • collaboration, which begins with listening to and learning from others who have perspectives and expertise that are very different from your own; •associative or integrative thinking; and • a tendency toward action and experimentation.”

Though we think this above statement is comprehensive, avoid the use of jargon like “21st century Skills, etc.” Include the terms reflection, **refinement**, and growth, where appropriate.

**The Visual Art Standards:**

1. Adopt the structure and content of NCAS: the four “Artistic Processes” (Creating, Responding, Connecting, Presenting), the 11 “Anchor standards” with the accompanying Essential Questions and Understandings, as well as the performance indicators/expectations.

Structure: Could go from 11 to 15 “grey” boxes to transfer NCAS to Green paper format required by MDOE. ***Keep both enduring understandings and EQ’s in the box with the standard in the final document.***

**Strand**: Visual Art

**Standard**: Creating--*Anchor standard 1*, Understanding 1, EQ’s 1

 PE’s: K-12 (9-12 columns for Proficient, advanced, accomplished)

 *Repeat Anchor standard 1*: Understandings 2, EQ’s 2

 PE’s; gr. K-12

**Standard:** Creating--*Anchor Standard 2* Understandings 1, EQ’s 1

 PE’s gr; K-12

ETC…..

1. NCAS need not be adopted word for word or verbatim. For example, look at California standards document as a nice adaptation of the NCAS standards. Minor changes - especially at the K-5 level - would be good to reference: e.g., ‘imagine’ is used instead of ‘investigate’ as a process component. Another example... NCAS: “Repurpose objects to make something new”, CA: “Repurpose found objects to make a new artwork or design”. Remember context of Maine.
2. Look to NCAS theatre standards as a model for how to expand and add rigor to performance indicators/expectations, especially Anchor standard 11.
3. Add performance indicators where needed to increase rigor. For example, under NCAS anchor standard 1, second enduring understanding, keep language from MLR B3 Meaning Making performance indicators e.g. 9-diploma: *students create a* ***body*** *of original artwork, and k-8: students create* ***artworks*** *that communicate, etc.*
4. Ensure that arts language stays consistent after consulting or combining language from other states or international standards documents
5. Keep separate columns of performance indicators/expectations for grades 6, 7, 8, like in NCAS, as some schools in Maine are still k-8, k-12, or still include 6th grade in elementary school.

1. Include the Secondary, 9*-12*  Proficient, Accomplished and Advanced language and performance indicators/expectations from NCAS.
2. Adopt NCAS glossary. Expand and clarify definitions when vague such as “traditional and contemporary characteristics of form.”
3. Ensure that user friendly formats are created where the revised standards can easily be viewed and printed by grade level (one grade per portrait formatted page) or grade spans to meet teacher needs. For high school: no grade levels but by Proficient, Accomplished, Advanced.
4. Ensure that a state-level appendix of resources is created for teachers. In this appendix, include sample exemplary k-12 curricula, written in alignment with the revised standards for districts to use as exemplars when writing their own local curriculum (see Common core ELA standards appendices). Appendix should also include a variety of sample assessment approaches in visual art such as approaches to critique, formative feedback, and ways to assess a body of work: portfolio assessment. Include benchmarking resources.
5. Ensure that documents in appendices show how standards and performance indicators/expectations are designed to guide the writing of even more specific EQ’s, objectives and targets in local curricula; information about spiral curriculum in the arts, and includes exemplar samples and resources from around the world and nation, for local consideration, as there are a variety of models to draw from.
6. In appendices, ensure that resources are created for teachers that include methods for infusing the teaching of art vocabulary and language/literacy in developmentally appropriate ways, across the arts standards and grade levels,
7. Think about any new performance expectations as “assessable” as the word “measurable” on its own implies quantification through numerical means while “assessable” creates room to think about the broad range of descriptive (more qualitative) assessment methods that may be utilized to describe and document student progress and growth in the arts.

**Additional Notes/ideas (probably not for writing team but for DOE to consider):**

Ask the DOE to create a hover option over PDF text versions of all standards documents that indicates when a standard or performance indicator most clearly relates to or embeds aspects of a guiding principle. Or, a symbol system or color coded system that can be placed in or overlaid on/in the “boxes” that does the same. Viewing/overlay options for teachers. Create multiple user friendly versions.