

National Core Arts Standards: An Introduction to NCAS

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BEN & JERRY'S
Core

**GOOD TO
THE CORE**



NEW



Some background on the presenter...

- Immediate Past President of New York State School Music Association
- Past President of New York State Council of Administrators of Music Education
- President-Elect of NYS Council of Educational Associations
- Student teaching supervisor for Ithaca College School of Music
- Recently retired from NY Public Schools after 32 years, including 19 as a teacher and 13 as an Art, Dance, Music and Theater department administrator
- Member of NYSSMA's Curriculum Committee since 1999

What is NCAS?

NCAS stands for the National Core Arts Standards

What Subjects are Included in NCAS?

Dance

Media Arts

Music

Theater

Visual Arts

Who Created NCAS?

- NCAS was created by the National Coalition for Core Arts Standards
- This Coalition consists of:
 - AATE: American Alliance for Theater and Education
 - AEP: The Arts Education Partnership
 - The College Board
 - EdTA: Educational Theater Association
 - NAFME: National Association for Music Education
 - NAEA: National Art Education Association
 - NDEO: National Dance Education Organization
 - SEADAE: State Education Agency Directors of Arts Education

Who Actually Wrote NCAS?

- There were 360 applicants to serve on the writing teams totaling 43 members.
- The coalition's organizations chose team writers based on breadth of experience and skills in teaching, standards and curriculum writing, assessment, leadership, and practical knowledge in their area of expertise.
- **The Music Writing Team Members are:**
- Scott Schuler, Team Leader, Past-President, NAFME
- Richard Wells, Team Leader, Simsbury, CT Public Schools
- Richard Baker, Louisiana State Department of Education, Baton Rouge
- Bob Cooper, South Kitsap School District, Port Orchard, Washington
- Thomas Dean, Mount Pleasant High School, Newark, Delaware
- Armalyn De La O, California State University-San Bernardino, and San Bernardino County Superintendent of Schools Office
- Terry Eder, Plano West Senior High School, Plano, Texas
- Barbara J. Good, Clark County School District, Las Vegas, Nevada
- Michael Jothen, Towson University, Phoenix, Maryland
- Carolynn A. Lindeman, San Francisco State University
- Johanna J. Siebert, Webster Schroeder High School, Webster, New York
- Robyn Swanson, Western Kentucky University, Bowling Green, Kentucky

When Was NCAS Created?

- August 2009: National Arts Stakeholders meet to discuss need for updated standards
- May 2010: A web-based presence is established to connect the new arts standards initiative to the field
- November 2010: Planning meeting to create structure
- June 2011: NCCAS formed
- October 2011: A project director and writing chairs are named, writers are sought
- January 2012: Writing Teams begin to meet virtually
- February 2013: Reviewers selected to provide feedback on first draft
- June 2013: Pre-K-8 second draft released for public review
- September 2013: HS second draft released for public review
- February 2014: Complete third draft released for public review
- June 2014: National Core Arts Standards rolled out!

Why Was NCAS Created?

- To affirm The Arts as a Core Subject
- To help arts educators provide the high-quality curriculum, instruction, and assessment that students need to succeed in today's schools and tomorrow's careers.
- To reaffirm the importance of a comprehensive education that extends beyond reading and math.
- To identify pathways for students to become creative thinkers, creative makers and creative responders to the world around them.
- To emphasize the collaborative nature of artistic production.

NCAS Were Developed...

- Based upon educational research including child development, learning styles, etc.
- With an understanding of the need to address 21st Century Skills
- Using vocabulary and concepts aligned with the Common Core Curriculum in ELA and Math.
- Using conventions found in curriculum and instruction models in current use, including those of:
 - Charlotte Danielson (Framework For Teaching)
 - Madeline Hunter (Effective Instruction)
 - Robert Marzano (The Art & Science of Teaching)
 - Grant Wiggins & Jay McTighe (Understanding By Design)

NCAS Basic Content

Four Artistic Processes

Create (Cr)

Perform (Pr)

Respond (Re)

Connect (Cn)

NCAS Basic Content, continued

Anchor Standards

Artistic Process	Anchor Standard
Create (Cr)	Cr1. Generate and conceptualize artistic ideas and work Cr2. Organize and develop artistic ideas and work Cr3. Refine and complete artistic work
Perform (Pr)	Pr4. Analyze, interpret and select artistic work for presentation Pr5. Develop and refine artistic techniques and work for presentation Pr6. Convey meaning through the presentation of artist work
Respond (Re)	Re7. Perceive and analyze artistic work Re8. Interpret intent and meaning in artistic work Re9. Apply criteria to evaluate artistic work
Connect (Cn)	Cn10. Synthesize and relate knowledge and personal experiences to make art Cn11. Relate artistic ideas and work to societal, cultural, and historical context to deepen understanding

NCAS Basic Content, continued

Process Components

Artistic Process	Anchor Standard	Process Components
Create (Cr)	Cr1. Generate and conceptualize artistic ideas and work Cr2. Organize and develop artistic ideas and work Cr3. Refine and complete artistic work	Cr1.1 Imagine Cr2.1 Plan & Make Cr3.1 Evaluate, Refine Cr3.2 Present
Perform (Pr)	Pr4. Analyze, interpret and select artistic work for presentation Pr5. Develop and refine artistic techniques and work for presentation Pr6. Convey meaning through the presentation of artist work	Pr4.1 Select Pr4.2 Analyze Pr4.3 Interpret Pr5.1 Rehearse, Evaluate & Refine Pr.6.1 Present
Respond (Re)	Re7. Perceive and analyze artistic work Re8. Interpret intent and meaning in artistic work Re9. Apply criteria to evaluate artistic work	Re7.1 Select Re7.2 Analyze Re8.1 Interpret Re9.1 Evaluate
Connect (Cn)	Cn10. Synthesize and relate knowledge and personal experiences to make art Cn11. Relate artistic ideas and work to societal, cultural, and historical context to deepen understanding	Cn10.0 Connect Cn11.0 Connect

NCAS Basic Content, continued

Enduring Understandings

Process Components	Enduring Understanding
Cr1.1 Imagine Cr2.1 Plan & Make Cr3.1 Evaluate, Refine Cr3.2 Present	<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>
Pr4.1 Select Pr4.2 Analyze Pr4.3 Interpret Pr5.1 Rehearse, Evaluate & Refine Pr.6.1 Present	<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.</p>
Re7.1 Select Re7.2 Analyze Re8.1 Interpret Re9.1 Evaluate	<p>Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and Performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p>
Cn10.0 Connect Cn11.0 Connect	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creative, performing, and responding.</p>

NCAS Basic Content, continued

Essential Questions

Enduring Understanding	Essential Questions
<p>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p>How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? When is creative work ready to share?</p>
<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent. To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.</p>	<p>How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?</p>
<p>Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p>	<p>How do individuals choose music to experience? How does understanding the structure and context of music inform a response? How do we discern musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performances(s)?</p>
<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Understanding connections to varied contexts and daily life enhances musicians' creative, performing, and responding.</p>	<p>How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, disciplines, contexts, and daily life inform creating, performing and responding to music?</p>

NCAS Basic Content: Putting It All Together NYSSMA To The Rescue!

National Core Arts Standards Overview

Artistic Process	Anchor Standards	Process Components	Enduring Understanding	Essential Questions
Creating (Cr) Conceiving and developing new artistic ideas and work	Cr1. Generate and conceptualize artistic ideas and works. Cr.2. Organize and develop artistic ideas and work. Cr.3. Refine and complete artistic work	Cr.1.1 Imagine: Generate musical ideas for various purposes and contexts.	The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	How do musicians generate creative ideas?
		Cr2.1 Plan & Make: Select and develop musical ideas for defined purposes and contexts	Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
		Cr3.1 Evaluate & Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?
		Cr3.2 Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Musicians' presentation of creative work is the culmination of a process of creation and communication	When is creative work ready to share?
Performing (Pf) Realizing artistic ideas and work through interpretation and presentation	Pr4. Analyze, interpret, and select artistic work for presentation.	Pr4.1 Select: Select varied musical works based on interest, knowledge, technical skill, and context	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	How do performers select repertoire?
		Pr4.2 Analyze: Analyze the structure and context of varied musical works and their implications for performance.	Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?
		Pr4.3 Interpret: Develop personal interpretations that consider creators' intent	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?
	Pr5. Develop and refine work for presentation Pr6. Convey meaning through the presentation of artistic work.	Pr5.1 Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their performance?
		Pr6.1 Present: Perform expressively with appropriate interpretation and technical accuracy in the manner appropriate to the audience and context.	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence the audience response.	When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

Putting It All Together, continued

Artistic Process	Anchor Standards	Process Components	Enduring Understanding	Essential Questions
Responding (Re) Understanding and evaluating how the arts convey meaning	Re7. Perceive and analyze artistic work	Re7.1 Select: Choose music appropriate for a specific purpose or context.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?
		Re7.2 Analyze: Analyze how the structure and context of various musical works inform the response.	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How does understanding the structure and context of music inform a response?
	Re8. Interpret intent and meaning in artistic work	Re8.1 Interpret: Support interpretation of musical works that reflect creators'/performers' expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern musical creators' and performers' expressive intent?
		Re9. Apply criteria To evaluate artistic work	Re9.1 Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Connecting (Cn) Relating artistic ideas and work with personal meaning and external context	Cn10. Synthesize and relate knowledge and personal experiences to make art.	Cn10.0 Synthesize and relate knowledge and personal experiences to make music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing and responding?
	Cn11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Cn11.0 Relate musical ideas and works to varied contexts and daily life to deepen understanding.	Understanding connections to varied contexts and daily life enhances musicians' creative, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Discipline-Specific Performance Standards and Achievement Levels

Discipline	Levels
General/Classroom Music	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Ensembles & Harmonic Instruments	Novice, Intermediate, Proficient, Accomplished, Advanced Elem / MS / HS
Composition/Theory & Technology	Proficient, Accomplished, Advanced

Sample Discipline Specific Standards

General Music K-8

CREATING									
Imagine									
Generate musical ideas for various purposes and contexts.									
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.					Essential Question: How do musicians generate creative ideas?				
Pre K	K	1	2	3	4	5	6	7	8
MU:Cr1.1.PreKa With substantial guidance, explore and experience a variety of music.	MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).	MU:Cr1.1.1a With limited guidance , create musical ideas (such as answering a musical question) for a specific purpose .	MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose .	MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
Common Anchor #1	MU:Cr1.1.Kb With guidance , generate musical ideas (such as movements or motives).	MU:Cr1.1b With limited guidance , generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	MU:Cr1.1.2b Generate musical patterns and ideas within the context (such as major and minor) and meter (such as duple and triple).	MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter .	MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters .	MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes .			
Plan and Make									
Select and develop musical ideas for defined purposes and contexts									

Sample Discipline Specific Standards

Ensembles

PERFORMING					
Select					
<i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i>					
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.			Essential Question: How do performers select repertoire?		
Novice	Intermediate	Proficient	Accomplished	Advanced	
MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context , and the technical skill of the individual or ensemble .	MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context , and the technical skill of the individual and ensemble .	MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble , and the purpose or context of the performance .	MU:Pr4.1.E.1a Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble , and the purpose and context of the performance .	MU:Pr4.1.E.11a Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble , and the purpose and context of the performance .	
Analyze					
<i>Analyze the structure and context of varied musical works and their implications for performance.</i>					
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.			Essential Question: How does understanding the structure and context of musical works inform performance?		
Novice	Intermediate	Proficient	Accomplished	Advanced	
MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances .	MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, <i>how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</i>	MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, <i>how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</i>	MU:Pr4.2.E.1a Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances .	MU:Pr4.2.E.11a Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances .	
Interpret					
<i>Develop personal interpretations that consider creators' intent.</i>					
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.			Essential Question: How do performers interpret musical works?		
Novice	Intermediate	Proficient	Accomplished	Advanced	
MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances .	MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances .	MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances .	MU:Pr4.3.E.1a Demonstrate how understanding the style , genre , and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.	MU:Pr4.3.E.11a Demonstrate how understanding the style , genre , and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.	

Common Anchor #4

Model Cornerstone Assessments

“Suggested Assessment Process Embedded Within A Unit of Study to Measure Student Achievement”

- Are grounded in the standards
- Are performance tasks that are completed over time rather than on demand.
- Are curriculum embedded, as opposed to externally imposed.
- Recur across the grades, becoming increasingly sophisticated over time.
- Establish authentic contexts for performance.
- Assess understanding and transfer via authentic performance.
- May be used both as rich learning activities and assessment instruments.
- Integrate 21st Century skills (critical thinking, collaboration, creativity, communication_ with subject area content.
- Evaluate performance with established rubrics
- Engage students in meaningful learning while encouraging the best teaching.
- Provide content for a student’s portfolio so they can graduate with a resume of demonstrated accomplishments, rather than simply a transcript of courses taken.

Model Cornerstone Assessment Template

National Coalition for Core Arts Standards
(Insert Discipline) Model Cornerstone Assessment: (Insert Grade/HS Level)

Discipline: (insert)
Artistic Processes: (insert)
Title: (insert)
Short Description of Assessment: (insert 3-5 sentences describing the task)
Grade: (insert)

In this MCA you will find: (mark all that apply)

<input type="checkbox"/> Strategies for Embedding in Instruction	<input type="checkbox"/> Detailed Assessment Procedures	<input type="checkbox"/> Knowledge, Skills and Vocabulary	<input type="checkbox"/> Differentiation Strategies or Strategies for Inclusion
<input type="checkbox"/> Suggested Scoring Devices <input type="checkbox"/> Task Specific Rubrics	<input type="checkbox"/> Resources needed for task implementation	<input type="checkbox"/> Assessment Focus Chart	<input type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment: (mark the appropriate box)
(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Approx. _____ hours To be determine by the individual teacher

Strategies for Embedding in Instruction (insert sequence & strategies to embed Model Cornerstone Assessment with a classroom unit)

Model Cornerstone Assessment Template

Note: The first column will vary depending on discipline specific approach to work.
Build as many rows as needed for this task.

Assessment Focus					
Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standard (Advanced)
Insert Artistic Process if applicable (using process components)					
Creating					
Insert Artistic Process if applicable (using process components)					
Presenting/Performing					
Insert Artistic Process if applicable (using process components)					
Responding					
Insert Artistic Process if applicable (using process components)					
Connecting					

Navigating & Customizing NCAS for Your Teaching Situation

- All standards documents may be accessed at:
<http://www.nafme.org/my-classroom/standards/>
- All documents are downloadable, printable, and customizable.
- Items included in the NCAS and provided on the website:
 - A short video introduction and a more in-depth webinar
 - Conceptual Framework
 - Context & Explanation
 - Standards (PK-8 GM, Composition/Theory, Ensembles, Guitar/Harmonizing Instruments/Technology)
 - Model Cornerstone Assessments (GM 2, 5, 8, MS & HS Ensembles)

NYSSMA's Crosswalk: A Standards Comparison

NYSSMA — Curriculum Committee Standards Crosswalk

National Arts Standards 1994	NYS Learning Standards for the Arts 1996	New National Core Arts Standards 2014
Reaction to <i>Goals 2000: Educate America Act</i> , 1992 (arts are core)	1996 Board of Regents (via SED) orders all Regents' diploma courses to conform to Learning Standards of 1992	Research based, benchmarked internationally, aligns w/21 st Century Skills; aligns w/College-Career Readiness
<p>9 Standards</p> <ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music 2. Performing on instruments a varied repertoire of music 3. Responding to and analyzing works of art 4. Understanding the cultural dimensions and contributions of the arts 5. Reading and notating music. 6. Listening to analyzing, and describing music 7. Evaluating music and music performances 8. Understanding relationships between music, the other arts, and disciplines outside the arts 9. Understanding music in relation to history and culture 	<p>4 Standards</p> <ol style="list-style-type: none"> 1. Creating, performing and participating in the arts 2. Knowing and using arts materials and resources 3. Responding to and analyzing works of art 4. Understanding the cultural dimensions and contributions of the arts 	<p>4 Artistic Processes</p> <p style="text-align: center;">Creating (Conceiving & developing new artistic ideas and work)</p> <p style="text-align: center;">Performing (Realizing artistic ideas and work through interpretation and presentation)</p> <p style="text-align: center;">Responding (Understanding and evaluating how the arts convey meaning)</p> <p style="text-align: center;">Connecting (Relating artistic ideas and work with personal meaning and external context)</p>

NYSSMA's Crosswalk: A Standards Comparison

Supported by Achievement Standards	Supported by Performance Indicators	Supported by Model Cornerstone Assessments, Enduring Understandings, Essential Questions
		11 Anchor Standards
Organized by level: K-4 5-8 9-12 Proficient 9-12-Advanced	Organized by level: Elementary Intermediate Commencement-General Education Commencement-Major Sequence	Organized by instructional groupings: -PreK-8 (General Music) -Composition/Theory -Technology Proficient - graduation requirement Accomplished - participation throughout high school Advanced - pre-college -Ensemble -Guitar/Harmonizing Insts. Novice - beginner Intermediate - gr. 8 Proficient Accomplished Advanced
	Paper, booklet format	Web based (may be printed), customizable for your discipline and level
	Connections are provided between content, concepts and practices	Artistic literacy promotes personal meaning, depth and rigor of music instruction and learning
	Permanent document as published	'evergreen' - can be updated digitally
	Content / skill driven	Concept driven
	Organized by standard	Presented sequentially
	Assessment in separate publications	Web based Model Cornerstone Assessments

Where New York State Stands on NCAS at This Time (October 2014)

- Board of Regents is interested in addressing the NCAS standards in the near future.
- The five professional arts education associations (NYSATA, NYSDEA, NYSMAEA, NYSSMA, NYSTEPA) in conjunction with the NYS Arts Alliance and the State Education Department have designed a survey to gauge the response from the field to NCAS, to be available online from mid-September through mid-October.
- The leadership of these associations will appear before the Board of Regents in mid-December to recommend adoption, adaptation, or not using NCAS in New York State.

NCAS Handouts for Your Use

- National Core Arts Standards At A Glance
- NYSSMA Curriculum Committee Standards Crosswalk
- National Core Arts Standards Overview
- Making Sense of NCAS: Navigating the National Core Arts Standards
 - To access all Standards documents
 - To customize Standards to meet your specific search criteria
 - Jargon associated with the National Core Arts Standards

NCAS Connection Exercise

- Working individually, select a class, lesson, or rehearsal that you recently taught.
- On the worksheet, list the sequence of events that occurred in your chosen class session.
- Using the NCAS Overview Handout, identify the corresponding Artistic Process, Anchor Standard, Process Component, Enduring Understanding and Essential Question for each event in the sequence that you've listed.
- Share your findings with a colleague. Feel free to ask questions of one another and offer additional insights.

Questions & Discussion

- In the Standards Connections exercise, how did you feel you explained your class session to a colleague?
- In the Standards Connections exercise, how did your feel as you posed questions and/or offered suggestions?
- What did you learn today?
- What do you want to further explore?
- Other questions/concerns???

- Next on the Standards Agenda...
 - Exploring NCAS for your own discipline and level
 - Model Cornerstone Assessments
 - Scope & Sequence/Benchmarks