



# *Mastering the Standards*

*Arts Partner Edition*

Brenda K. Fineberg  
*Brenda@foundationsofmusic.org*



# WELCOME & HOUSEKEEPING

- Restrooms
- Wi-fi

*Username:* Literacenter

*Password:* WhereTheWiFiThingsR



# CULTIVATING CONDITIONS FOR GROWTH

Professional Learning Catalog  
2018-2019 School Year

ingenuity



DEPARTMENT of ARTS EDUCATION



# UPCOMING EVENTS

You Are Your Teaching Artists: Frame. Train. Retain (Partners Only)  
February 22, 2019 | 4:30PM - 7:30PM

Rising Up Through Story  
February 28, 2019 | 1:00PM - 5:00PM

Shifting the Power: Developing Personal Self-Awareness  
March 7, 2019 | 4:30PM - 7:30PM

Perform, Present, Produce: Educator as Artist- Media Arts  
March 13, 2019 | 4:30PM—6:30PM



# AGENDA

- Meet the Standards
- If it Looks Like a Standard and Quacks Like a Standard...
- See Yourself in the Standards
- Shift Yourself! (I said SHIFT. With an F.)
- Plan the Work, Work the Plan
- Bringing it Home...and to Work



# SESSION OBJECTIVES

- Understand the content and structure of the updated Illinois Arts Learning Standards and their impact on arts education.
- Learn practical, discipline-specific strategies for aligning arts instruction, curriculum, and assessment to the updated Standards.
- Engage in action planning to bring alignment strategies back to your organization.



Presentation on the Updated Illinois Arts Learning Standards

Jonathan VanderBrug, Arts Alliance Illinois

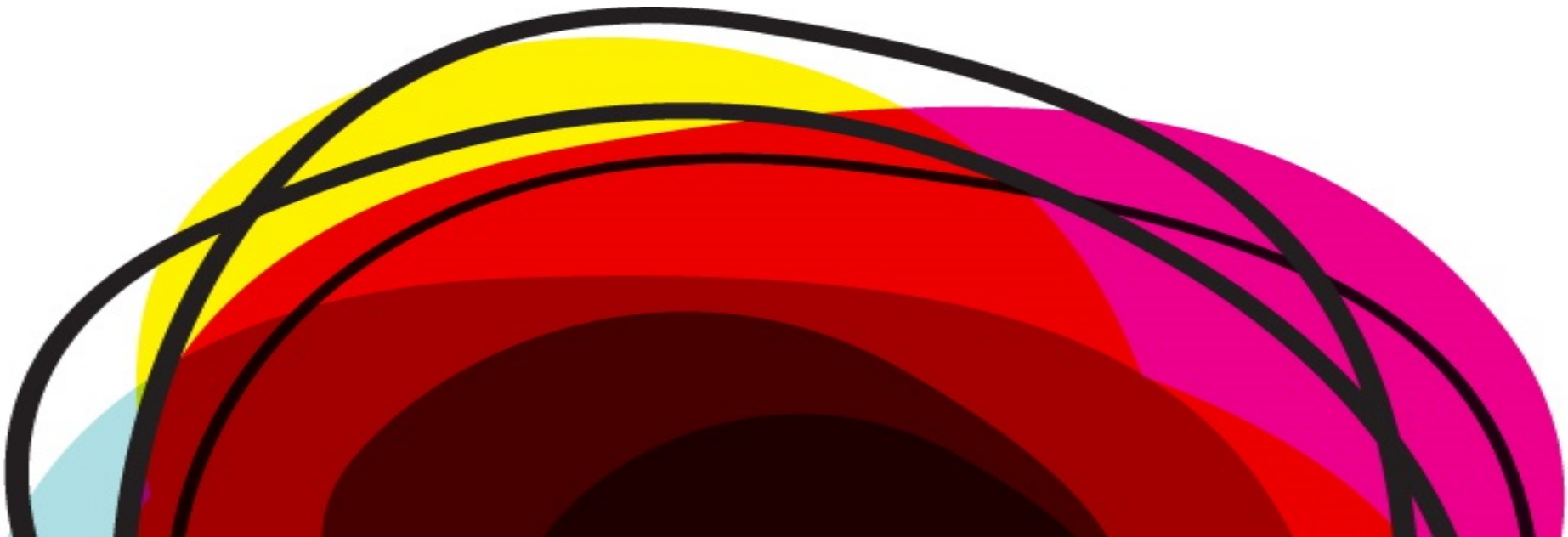
Ingenuity Training – February 15, 2019



# Arts Alliance Illinois

Arts Alliance Illinois is the statewide arts advocacy and service organization promoting the value of the arts to all residents of Illinois. Through research, capacity building, and communications, the Alliance advances widespread support of all the arts, enhances the health of the arts and cultural sector, and fosters a climate in which the broadest spectrum of artistic expression can flourish.

Visit [ArtsAlliance.org](http://ArtsAlliance.org) and [IllinoisArtsLearning.org](http://IllinoisArtsLearning.org)





## Arts Learning Standards

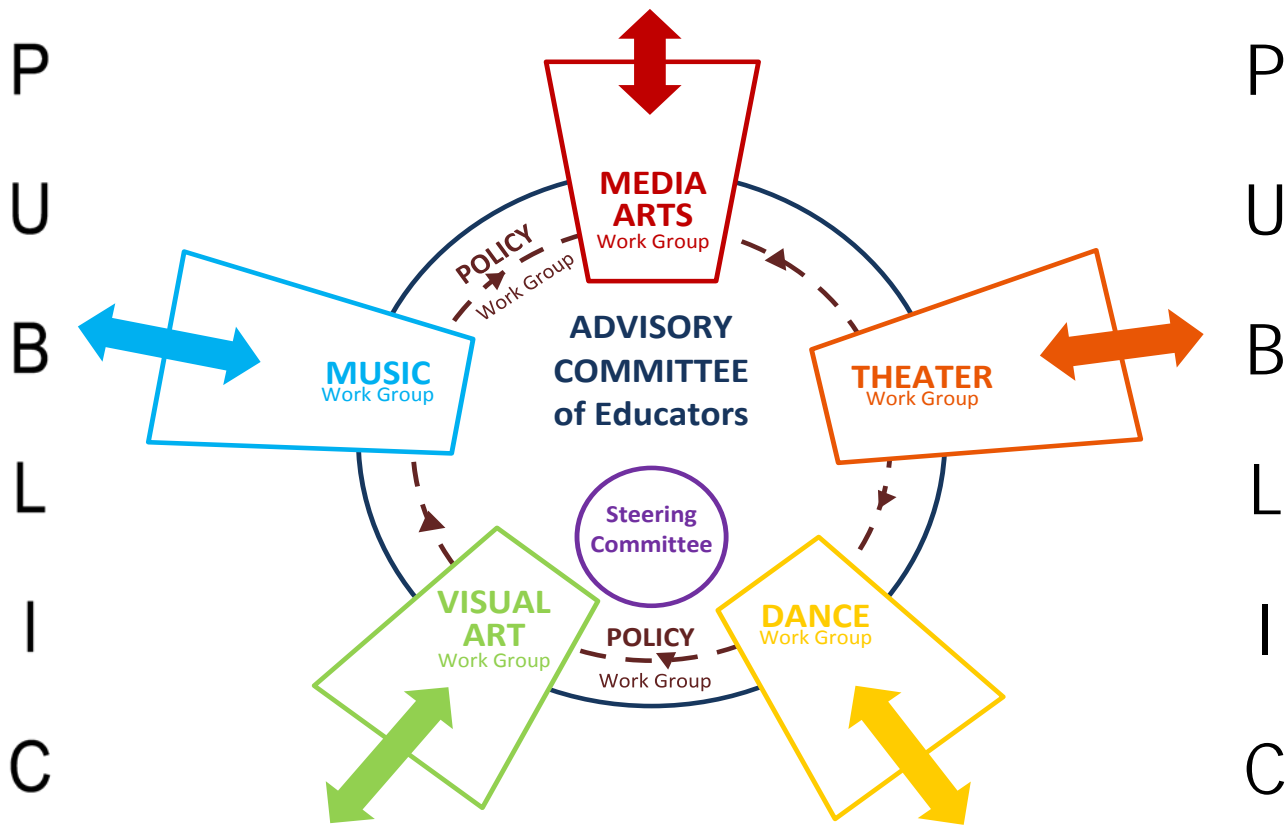


Arts learning standards identify what is important for students to know and be able to do in the disciplines of *dance, media arts, music, theatre, and visual arts*.



Standards serve as an outline and guide. Curriculum and assessment are best developed at the *local* level.

Prior to the recent update, Illinois had not updated its arts learning standards since 1997.



Developing the Standards – Initiative’s Structure

## Developing the Standards – Process

PHASE 1  
Gathered initial input

Led by educators, including CPS

18 mos, 34 meetings & **>1,400** vol hours

PHASE 2  
Built consensus

Extensive outreach: forums & surveys

Comments: **>900** Illinoisans show support

PHASE 3  
Engaged the wider community

Standards approved by ISBE unanimously

**Now in effect!** (start of 18/19 school yr)

PHASE 4  
Finalized Standards, Expanded support

IMPLEMENTATION  
Resources, Tools

2018/19

## Compared to NCAS – 6 Considerations



*Used the National Core Arts Standards as the base*

### *Affirmed:*

1. Artistic Literacy
2. Artistic Processes
3. EUs / EQs

### *Changed:*

4. Two (of the 11) anchor standards
5. Two (of the 3) h. s. levels
6. Music “strands”



## Compared to NCAS – Overarching Changes

- I. Reworded two anchor standards  
#3 – “*Revise*, refine, & complete artistic work”  
#8 – From “Interpret intent” to  
“*Construct meaningful interpretations*”
- II. Changed the names of two high school levels  
Proficient -> *Introductory*  
Accomplished -> *Intermediate*  
(Advanced stays the same)
- III. Music “Strands” – 5 into *1*



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SETTING THE STANDARDS  
FOR LEARNING IN

# DANCE

*Scroll Down To Learn More*





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## Standards

The recommended standards cover the artistic disciplines of dance, media arts, music, theatre, and visuals arts. Glossaries are included for each. You can view and/or download the standards by discipline.

### Visual Arts



[Download](#) | [View](#)

### Theatre



[Download](#) | [View](#)

### Media Arts



[Download](#) | [View](#)

### Dance



### Music



### All



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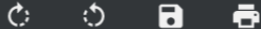
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## Music

### CREATING

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

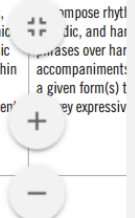
Essential Question: How do musicians generate creative ideas?

	Pre K MU:Cr1.1.PK	Kindergarten MU:Cr1.1.K	1st MU:Cr1.1.1	2nd MU:Cr1.1.2	3rd MU:Cr1.1.3	4th MU:Cr1.1.4		5th MU:Cr1.1.5	6th MU:Cr1.1.6	7th MU:Cr1.1.7
	a. With guidance, explore and experience music concepts (for example, beat, melodic contour).	a. With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose.	a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	a. Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (for example, personal, social).	a. Improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context (for example, social, cultural).	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (for example, social, cultural, historical).		a. Compose simple rhythmic, melodic, and harmonic phrases within a given form that convey expressive intent.	a. Compose rhythmic, melodic, and harmonic phrases over harmonic accompaniments within a given form(s) that convey expressive intent.	a. Compose rhythmic, melodic, and harmonic phrases over harmonic accompaniment: a given form(s) that convey expressive intent.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Questions: How do musicians make creative decisions?



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*Thank you!* – For more information, contact:  
Jonathan VanderBrug  
Policy & Research Director  
Arts Alliance Illinois  
312-855-3105 x12 or [vanderbrug@artsalliance.org](mailto:vanderbrug@artsalliance.org)





# IF IT LOOKS LIKE A STANDARD & QUACKS LIKE A STANDARD...

**Standards** are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.

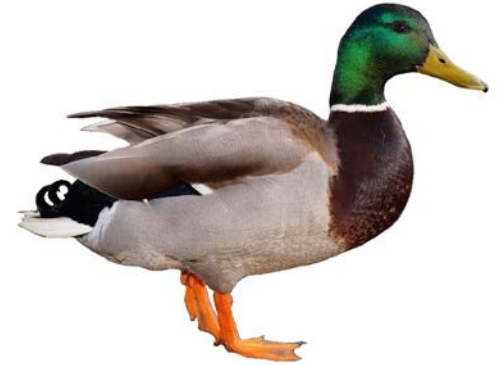
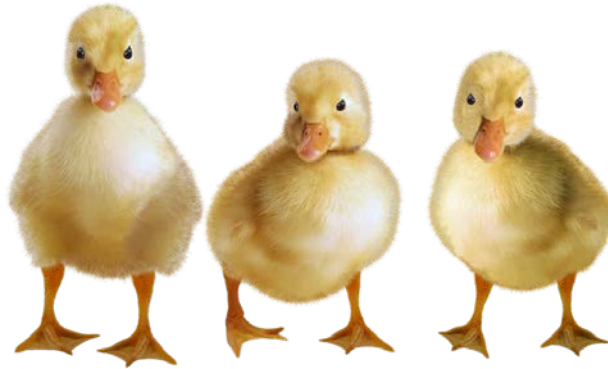
**Curriculum** refers to the lessons and academic content taught in a school or in a specific course or program.

**Learning Objectives** are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period.

*--source: [edglossary.org](http://edglossary.org)*



IF IT LOOKS LIKE A STANDARD &  
QUACKS LIKE A STANDARD...









 IF IT LOOKS LIKE A STANDARD &  
QUACKS LIKE A STANDARD...





# ANCHOR STANDARDS

 <b>CREATING</b>	 <b>PERFORMING / PRESENTING / PRODUCING</b>	 <b>RESPONDING</b>	 <b>CONNECTING</b>
<ul style="list-style-type: none"><li>● <b>Anchor Standard #1:</b> Generate and conceptualize artistic ideas and work.</li><li>● <b>Anchor Standard #2:</b> Organize and develop artistic ideas and work.</li><li>● <b>Anchor Standard #3:</b> Revise, refine and complete artistic work.</li></ul>	<ul style="list-style-type: none"><li>● <b>Anchor Standard #4:</b> Select, analyze, and interpret artistic work for presentation.</li><li>● <b>Anchor Standard #5:</b> Develop and refine artistic techniques and work for presentation.</li><li>● <b>Anchor Standard #6:</b> Convey meaning through the presentation of artistic work.</li></ul>	<ul style="list-style-type: none"><li>● <b>Anchor Standard #7</b> Perceive and analyze artistic work.</li><li>● <b>Anchor Standard #8:</b> Construct meaningful interpretations of artistic work.</li><li>● <b>Anchor Standard #9:</b> Apply criteria to evaluate artistic work.</li></ul>	<ul style="list-style-type: none"><li>● <b>Anchor Standard #10:</b> Synthesize and relate knowledge and personal experiences to make art.</li><li>● <b>Anchor Standard #11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li></ul>



# THERE'S A STANDARD FOR THAT!

- Standards create common language so that you and your learning partners share an understanding of program goals, implementation, and evaluation
- Standards provide a yardstick for program quality that help you articulate impact and continuously improve your offerings
- Standards are an advocacy tool to ensure you get what you need from your partners to successfully implement your programs



*See Yourself  
in the  
Standards!*



# SHIFT YOURSELF! (I SAID SHIFT. WITH AN F.)

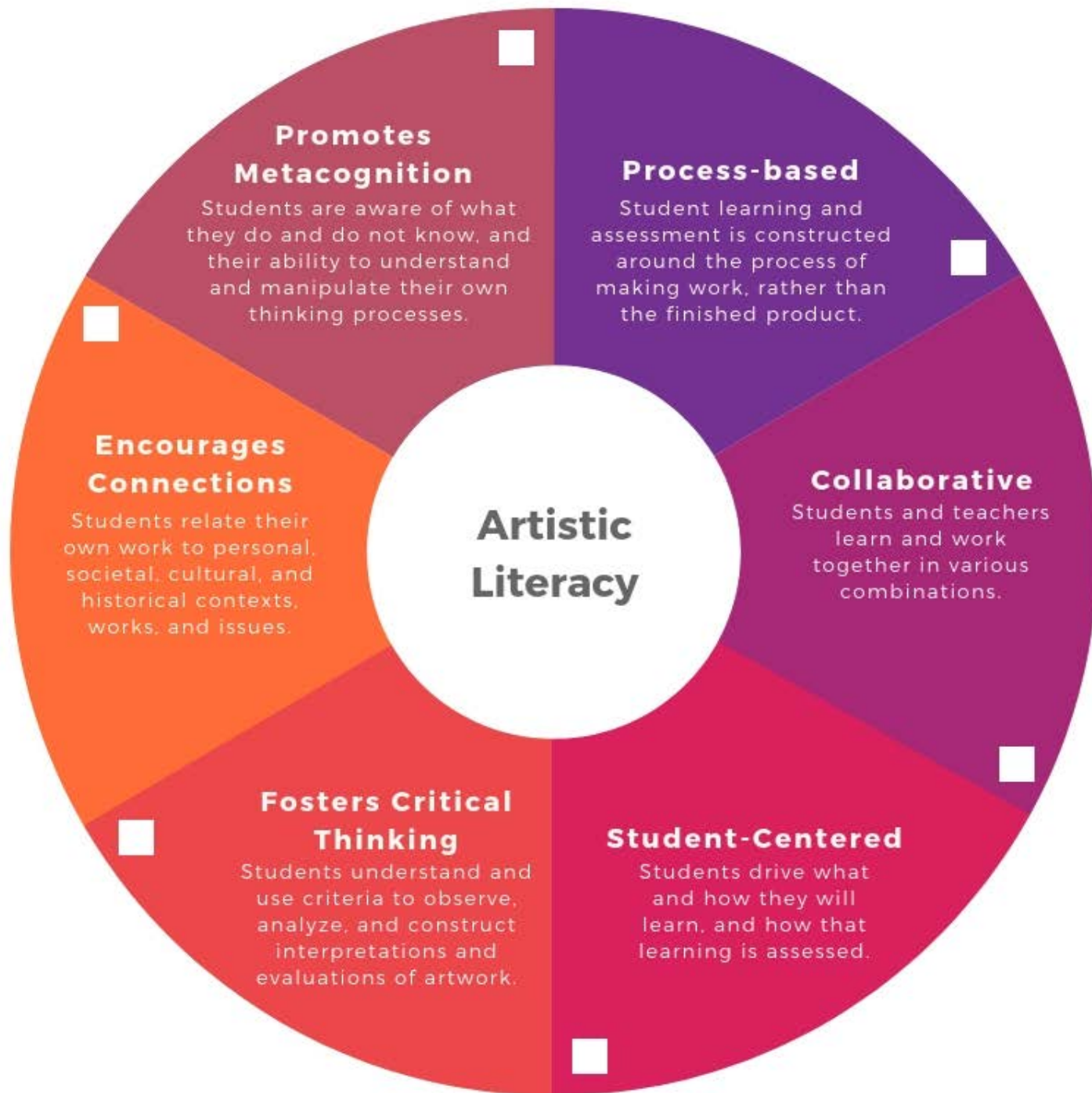
## Process Over Product

- How do you demonstrate/document process in your work?
- What if a quality product is still really important?
- What is the impact on how we assess student skill development?

## Solicit Student Perspective

- Striking the balance between “sage on the stage” and “guide on the side”
- But I’m still supposed to be *teaching*, right?







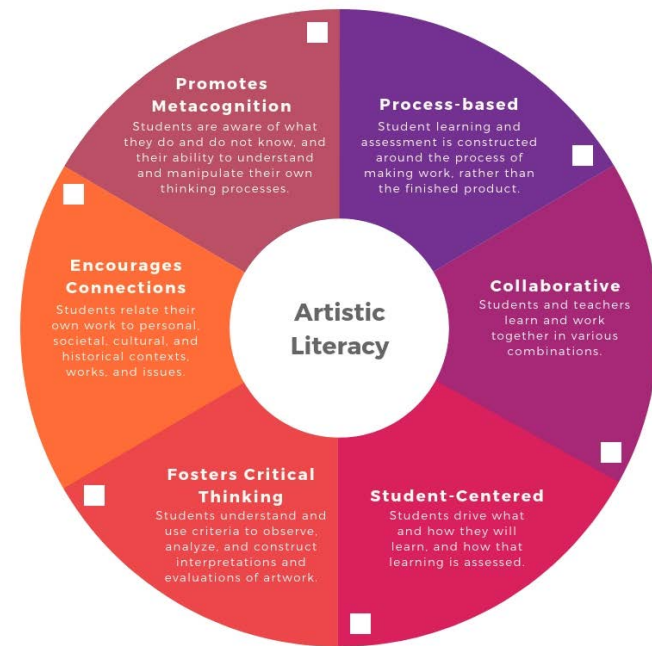
# BEST PRACTICES

Reflecting on your own practice, both in and out of the classroom, is a great place to understand where you are already doing the work that meets the standards, and how to tackle challenges that arise.



# PLAN THE WORK, WORK THE PLAN

<div style="text-align: center; font-size: 2em; color: #00A68F; font-weight: bold;">Cr</div> <div style="text-align: center; font-weight: bold; margin-top: 5px;">CREATING</div>	<div style="text-align: center; font-size: 2em; color: #6A329F; font-weight: bold;">Pr</div> <div style="text-align: center; font-weight: bold; margin-top: 5px;">PERFORMING / PRESENTING / PRODUCING</div>	<div style="text-align: center; font-size: 2em; color: #C00000; font-weight: bold;">Re</div> <div style="text-align: center; font-weight: bold; margin-top: 5px;">RESPONDING</div>	<div style="text-align: center; font-size: 2em; color: #FF8C00; font-weight: bold;">Cn</div> <div style="text-align: center; font-weight: bold; margin-top: 5px;">CONNECTING</div>
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# REVISITING THE SESSION OBJECTIVES

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**Please complete a paper evaluation.**



*Thank You!*

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