Introduction

CONTRIBUTORS, ACKNOWLEDGEMENTS, & A LETTER FROM THE DIRECTOR OF ARTS EDUCATION
“To encourage literature and the arts is a duty which every good citizen owes to his country” - George Washington

Goal of ADE Arts Education

The goal of the Arizona Department of Education Arts Education is to provide support to Arts educators, classroom teachers, school and district administrators, and Arts stakeholders – including Arts and education organizations, community groups, and service organizations – so that every student has the opportunity to experience the power and beauty of the Arts, and the joy, creativity, and intellectual stimulation that instruction in the Arts provides.

Contributors

Standards Instructional Resource Cohorts

<table>
<thead>
<tr>
<th>Dance</th>
<th>Media Arts</th>
<th>Music</th>
<th>Theatre</th>
<th>Visual Arts</th>
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<tbody>
<tr>
<td>Lynn Monson</td>
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Tej Desai

Arts & SEL Instructional Resource Cohorts

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<tr>
<td>Tiffany White</td>
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ADE Artifact Evaluators

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Acknowledgements

The Arizona Department of Education humbly thanks the Arts Educators, Teaching Artists, and Academic Professors who contributed toward the curation of these resources, and all who will leverage these resources in their classrooms. Thank you for investing in the well-rounded education of your students.

Please note: the 2022 process of reformatting the Academic Standards in the Arts and the creation of the supplemental instructional resources did not adjust the Arizona Board approved 2015 Arts Education standards in any content-related way.
10 Benefits of Arts Education

“The arts are an essential element of education, just like reading, writing, and arithmetic … music, dance, painting, and theatre are all keys that unlock profound human understanding and accomplishment.”

- William Bennett, Former US Secretary of Education

#1 – Arts rich schools have higher graduation rates and perform better on standardized tests.
(The President’s Committee on the Arts and the Humanities, 2011; National Coalition for Core Arts Standards [NCCAS], n.d.; NCCAS, 2012; Norville 2018; ESSA, 2019; Bowen & Kisidia, 2021)

#2 – Arts education increases social emotional regulation and literacy.
(Deasy et. al, 2002; McIntosh, 2015; ESSA, 2019; Academies of Arts and Sciences [AAS], 2021)

#3 – Arts education increases creative and divergent thinking, metacognition, attentive listening, and problem solving.
(Deasy et. al, 2002; van de Kaap et al., 2015; Fleming et. al, 2016; Todhunter-Reid, 2019, Méndez Martínez & Fernández-Río 2021)

#4 – Arts integration is more effective than other remediation programs in ELA and Math.
(ESSA, 2019, Bowen & Kisidia, 2021)

#5 – Arts integration as an intervention is effective in closing achievement gaps, in particular for students in rural and urban schools, English Language Learners, and students with socioeconomic challenges.
(Ludwig & Hare Bork, 2018)

#6 – Participation in arts education has a positive effect on student attendance. These effects are stronger for students with chronic absenteeism.
(Bowen & Kisidia, 2021)

#7 – Arts education along with education in emotions is essential for student well-being.
(McIntosh, 2015, AAS, 2021)

#8 – Education in the arts has positive effects for students with disabilities, improving in areas of reading/math achievement, expressive/receptive language, social skills, perseverance/motivation, memory, attention, risk-taking, learner ownership, and self-efficacy.
(Robinson, 2013)

#9 – The presence of arts integration has a positive effect on student and family engagement, school culture, and inclusivity of all students; particularly those with special needs.
(Robinson, 2013; AAS, 2021; Bowen & Kisidia, 2021)

#10 – The arts are an essential part of a Well-Rounded Education and a student’s educational civil rights.
(ESSA, 2019)
REFERENCES


ESSA: Mapping opportunities for the arts. (2019). Distributed by ERIC Clearinghouse.


Letter from Director of Arts Education

I want to take a moment to express my appreciation for the contributors of this invaluable instructional resource. Not only are we able to address much needed resource/guidance gaps through the creation of the Arizona Academic Standards in the Arts Instructional Resources, but we are also spotlighting the inherent connection between Arts Education and the Arizona Social & Emotional Learning Competencies (SEL). I have said this numerous times: the Arizona Arts Education ecosystem is alive and well and this comprehensive guide will provide a framework for arts educators to truly activate a well-rounded education for all Arizona students.

In this guide, readers will experience reformatted Arts Education Standards that clearly connect to the artistic processes. They will have access to sample lesson plans for each grade-band and for each artistic discipline. Most excitedly, our community asked for student-friendly learning indicators that will compliment lesson plans and instructional implementation. These “I am learning” statements will enhance the learning environment in our arts classrooms and are designed to fit your district or charter instructional policies. Similar supports have been created to highlight the connections between Arts Education and SEL, or social and emotional learning. Readers can access sample lesson plans that highlight SEL and equity elaborations, Arts & SEL Matrices for each artistic discipline, and Opening and Closing Rituals designed to reinforce safe and healthy learning cultures and climates.

This work would not have been possible without the expert guidance from our Arts Education Community. The Arts Educators, Teaching Artists, Academic Professors and District Representatives worked countless hours throughout the 2021-22 school year to curate this document. Our ADE staff from Educator School Excellence, K-12 Academic Standards, and School Safety & Social Wellness collaborated cross-departmentally to support and facilitate this work. Thank you, Deputy Associate Superintendent of Educator and School Excellence Angie Madsen, for championing this work from behind the scenes, and thank you Kelly Koenig, Associate Superintendent of Student Achievement and Educator Excellence for always advancing arts education initiatives.

A final thanks goes to our Title IV-A Arts Education Specialist Helen Buck-Pavlick. This document will serve as a powerful testament to your passion for Arizona Arts Education. Thank you for championing this work, consistently advocating for Arizona teachers and students, and for untold hours you poured into this project. I can confidently say that, without your service, this work would not have been possible. Thank you to Julie Weissberg, ADE’s new Title IV-A Arts Education Specialist for ensuring this project was completed after Helen’s departure.

Please take time to leverage these tools for your students. You have multiple ways to access these resources through our Arizona Arts Standards website. Access to a well-rounded and artful education is a student’s civil right. It is my honor to share this resource with you. Thank you for investing in the creativity of our state. Thank you for creating more well-rounded citizens.

Yours in collaboration,

Dustin K. Loehr, M.H.
Director of Arts Education & Title IV-A, Educator and School Excellence
Arizona Department of Education
Artistic Literacy

WHAT COMES TO MIND WHEN YOU CONSIDER THE WORD LITERACY?
Artistic Literacy

What comes to mind when you consider the word, literacy?

Literacy includes a near-infinite array of disciplines and undertakings (e.g., numerical literacy, cultural literacy, informational literacy), including Artistic Literacy. While often associated with verbal-linguistic ideas and concepts (e.g., reading, writing, speaking, listening), mastery of verbal and numerical language skills is not the only way a student can demonstrate literacy.

Artistic Literacy is the ability of students to create art, perform/present/produce art, respond to and critique art, and connect art to their lives and the world around them.

On May 18, 2015, the Arizona State Board of Education, recognizing that the arts provide students with the means to think, feel, and understand the world in ways unique and distinct from other academic disciplines, approved a new slate of Academic Standards in the Arts – standards that embrace the life-changing and life-affirming concept of Artistic Literacy.

Philosophy and Rationale for the Arts

Arts programs are not just nice to have, they are an essential part of a well-rounded education system. Arts education fosters critical thinking skills, improves overall academic performance, and sparks creativity. In short – we need the arts to ensure students realize their full potential.

- Superintendent Kathy Hoffman

The arts are essential in education. The arts provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other academic disciplines. These skills are essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, and The Conference Board. The 2015 Arizona Academic Standards in the Arts embrace the idea of Artistic Literacy.

The Arizona Academic Standards in the Arts provide Arizona’s K-12 students with exciting opportunities, including improved access to culturally relevant Arts disciplines and genres, enhanced depth and breadth of instruction in real-world, multi-discipline Artistic Processes, and increased opportunities to engage intellectually and emotionally with their own art as well as that of other students and artists.
Understanding & Using the Arts Standards

THE ARTS ARE ESSENTIAL.
Understanding & Using the Academic Standards in the Arts

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts have shaped every culture and individual on earth. The arts continue to infuse our lives on all levels—generating a significant part of the creative and intellectual capital that drives our economy. According to report by the National Assembly of State Arts Agencies and the National Endowment for the Arts, in 2020 the Arts employed over 79,000 Arizonians and contributed to $9.6 billion of the gross state production. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist’s sculpture, enjoying a sublime dance, learning from an exciting animation, or are moved by a captivating play.

The central purposes of education standards are to identify the learning important for all of students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes, and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, the Arizona Academic Standards in the Arts are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain; and supported by instructional resources, including model cornerstone assessments that illustrate how literacy might be measured. This resource guide also features new resources: example lesson plans, student-friendly learning intentions, and Arts and SEL connections. The connective threads of this conceptual framework are designed to be understood by all stakeholders and to ensure success for both educators and students.

While broad in concept, the standards are focused on a framework that delivers the educational nuance of standards in only four artistic processes, bringing together what artists do and what we want for our students. Within this simple and elegant structure, decision-makers from teachers, to superintendents, to parents will be able to move forward in the rich variety of approaches that have become part of the American educational landscape.

The Arizona Academic Standards in the Arts are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. As with other subject areas, a commitment to quality education, equitable opportunities, and comprehensive expectations is embedded within the new arts standards.
Understanding the Four Artistic Processes

The Arizona Academic Standards in the Arts are structured around four Artistic Processes designed to answer the question, “What do artists do?” The Artistic Processes are consistent across all arts disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts.

<table>
<thead>
<tr>
<th>Arizona Academic Standards in the Arts</th>
<th>Creating</th>
<th>Performing</th>
<th>Responding</th>
<th>Connecting</th>
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Creating – Artists conceive and develop new artistic ideas and work.
Performing/Presenting/Producing – Artists realize artistic ideas and work through interpretation and presentation.
Responding – Artists understand and evaluate how the Arts convey meaning.
Connecting – Artists relate artistic ideas and work with personal meaning and external content.

Under each Artistic Process are Anchor Standards which serve as the “big ideas” embodied within each Artistic Process. As with the Artistic Processes, the Anchor Standards are consistent across all Arts disciplines.
Artists create by …
- Generating and conceptualizing artistic ideas and work
- Organizing and developing artistic ideas and work
- Refining and completing artistic work

Artists perform/present/produce by …
- Analyzing, interpreting, and selecting artistic work for presentation
- Developing and refining artistic work for presentation
- Conveying meaning through the presentation of artistic work

Artists respond by …
- Perceiving and analyzing artistic work
- Interpreting intent and meaning in artistic work
- Applying criteria to evaluate artistic work

Artists connect by …
- Synthesizing and relating knowledge and personal experiences to make art
- Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding

Finally, under each Anchor Standard are Performance Standards which describe grade-by-grade student learning in each of the specific Arts disciplines.

Collectively, the design of the Arizona Academic Standards in the Arts reflects a cohesive and aligned system that allows for commonality across and specificity within each Arts discipline, therefore establishing the appropriate level of breadth and depth required for students to develop true Artistic Literacy.
The **Arizona Academic Standards in the Arts** address grade-by-grade level Performance Standards for students in **K-8**. Research has established that this is the best practice for instructional delivery in that it provides ease of differentiating instruction over time as well as ease of measuring student progress.

The **Arizona Academic Standards in the Arts** provide three levels of **Performance Standards** for high school:

- **Proficient** = 1 year of study
- **Accomplished** = 2-4 years of study
- **Advanced** = Honors or college-level study

The **Arizona Academic Standards in the Arts** provide five levels of **Performance Standards** for **Music**:

- **K-8 General Music**
  - grade-by-grade **Performance Standards**
  - Performing Ensembles, Harmonizing Instruments (Guitar & Piano), Music Theory and Composition, and Music Technology
  - Novice through High School Advanced
    - Novice = Approximately 5th Grade
    - Intermediate = Approximately 8th Grade
    - Proficient = 1 year of study
    - Accomplished = 2-4 years of study
    - Advanced = Honors or college-level study
Things to look for in the standards

1. Instead of organizing the standards into three big categories - Create, Relate, Evaluate, these standards have 4 categories - Creating, Performing/Presenting/Producing, Responding, and Connecting. Creating and Presenting are similar to the 2006 category of Create; Responding and Connecting are similar to the 2006 categories of Relate and Evaluate.

2. The standards documents specify standards to be addressed within the school year or period of the class. The standards do not dictate the amount of instructional time to be devoted to each standard; the LEA committee or individual teacher will determine how best to interpret and teach all the standards. It is expected that teachers will combine and interweave standards to create units of study.

3. In some performance standards, examples are given in parenthetical "e.g.," notes. These are in no way prescriptive; they simply provide examples and clarifications.

4. Readers will notice throughout several words colored "red". The red words are the nationally approved artistic vocabulary identified by the National Coalition for Core Arts Standards.

5. Some terms are repeated throughout the anchor standards, as they apply in different ways to the focus of each standard. For instance, anchor standard #1 focuses on exploring the relationships of movement components for the purpose of creating dance sequences, studies, and compositions, whereas anchor standard #4 and #5 focus on developing and refining artistic skills, as well as performance and technical proficiency.

Using the Standards Coding

<table>
<thead>
<tr>
<th>Code</th>
<th>Arts Discipline</th>
<th>Artistic Process Strand</th>
<th>Anchor Standard</th>
<th>Music Type</th>
<th>Grade Level</th>
<th>Standard (if more than one per anchor)</th>
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<tbody>
<tr>
<td>MA-CN.11.5</td>
<td>Media Arts</td>
<td>Connecting (CN)</td>
<td>11.</td>
<td>5th grade</td>
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<td>TH.RE.8.HS1</td>
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<td>Performing (PR)</td>
<td>5.</td>
<td>Music Technology</td>
<td>High School Advanced (Level 3)</td>
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Music Types

PE Performing Ensembles  MT Music Technology  MC Music Theory & Composition  HI Harmonizing Instruments