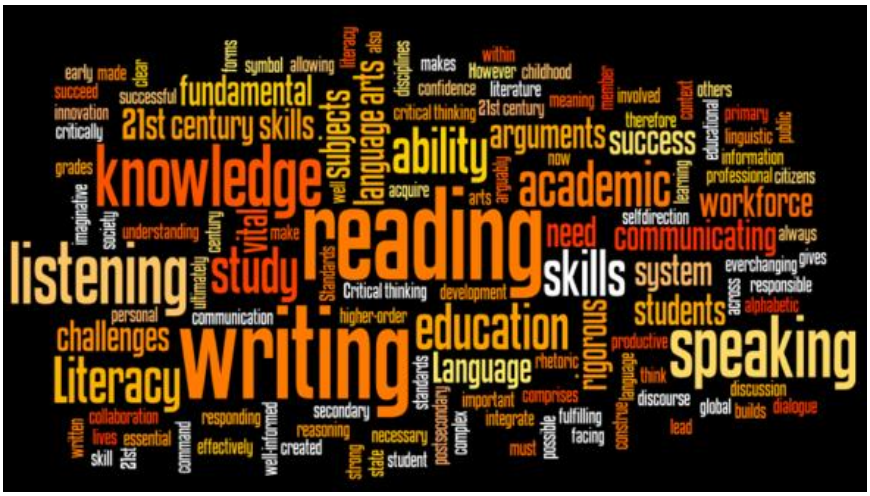
Artistic Literacy for All!

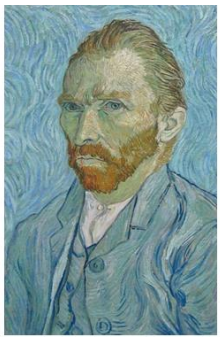
Introducing the
Arizona Academic Standards in the Arts

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

If you are like most people, your thoughts immediately jump to numerous **verbal-linguistic** ideas and concepts, such as reading, writing, listening, and speaking.



But is mastery of **language skills** the only way someone can demonstrate literacy? Of course not! Literacy can be established in a near-infinite array of disciplines and undertakings, such as numerical literacy, cultural literacy, informational literacy – and, of course, **artistic literacy**.



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 which embrace the life-changing and life-affirming concept of **Artistic Literacy**: the ability of students to create Art, perform, present, and produce Art, respond to and critique Art, and connect Art to their lives and the world around them.

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.

Creating - Conceiving and developing new artistic ideas and work.	**Performing/Presenting/ Producing** - Realizing artistic ideas and work through interpretation and presentation	**Responding** - Understanding and evaluating how the arts convey meaning	**Connecting** - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

- **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 context

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.

Creating - Conceiving and developing new artistic ideas and work.	**Performing/Presenting/ Producing** - Realizing artistic ideas and work through interpretation and presentation	**Responding** - Understanding and evaluating how the arts convey meaning	**Connecting** - Relating artistic ideas and work with personal meaning and external context.
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Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

- 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.

2015 Arizona Academic Standards in the Arts
Visual Arts

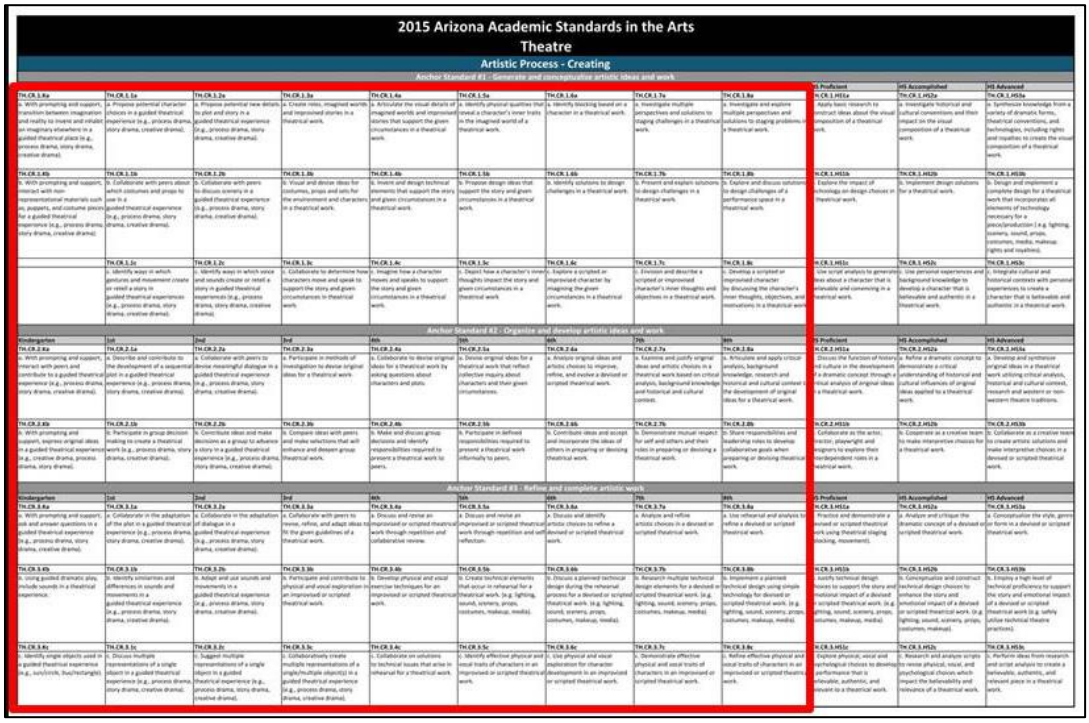
Artistic Process - Creating

Anchor Standard #1 - Generate and conceptualize artistic ideas and work

4th	5th	6th	7th
VA.CR.1.4a	**VA.CR.1.5a**	**VA.CR.1.6a**	**VA.CR.1.7a**
a. Independently brainstorm multiple approaches to solve a creative art or design problem.	a. Combine ideas to generate an innovative idea for art-making.	a. Combine concepts collaboratively to generate innovative ideas for creating art.	a. Apply strategies to overcome creative blocks (such as redefine, view from different perspective, take a break and look at classmates' work, etc.).
VA.CR.1.4	**VA.CR.1.5**	**VA.CR.1.6**	**VA.CR.1.7**
b. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers (such as individual works with a similar purpose or group work with shared goals).	b. Identify and demonstrate diverse methods of artistic investigation (such as researching subject matter, techniques, the work of other artists, etc.) to choose an approach for beginning a work of art.	b. Formulate an artistic investigation of personally relevant content for creating art (such as drawing on traditions of the past to generate new ideas).	b. Develop criteria (such as identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.

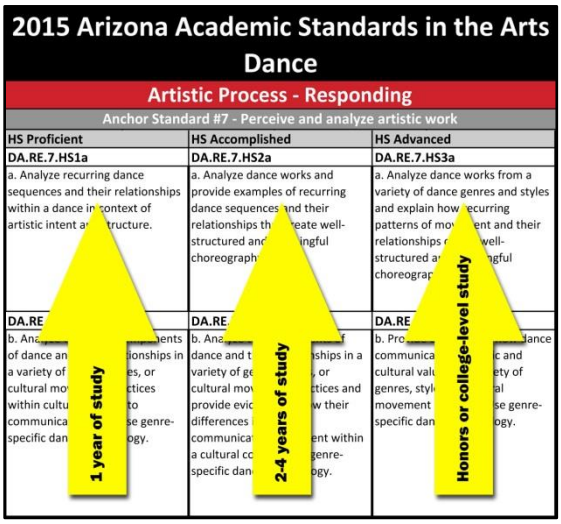
Collectively, the design of the **Arizona Academic Standards in the Arts** reflects a cohesive and aligned system that allows for commonality across and specificity within each Arts discipline, therefore establishing the appropriate level of breadth and depth required for students to develop true Artistic Literacy.

The **Arizona Academic Standards in the Arts** address **grade-by-grade level Performance Standards for students in grades 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.



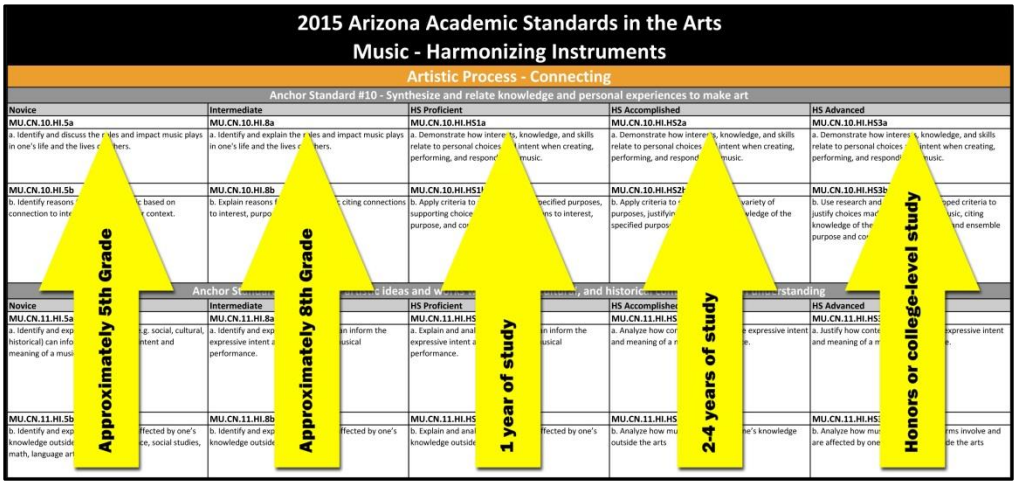
The **Arizona Academic Standards in the Arts** provide three levels of **Performance Standards** for high school:

- Proficient
  - One year of study
- Accomplished
  - Two to four years of study
- Advanced
  - Honors or college-level study



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

- **General Music**
  - K-8, grade-by-grade Performance Standards
- **Performing Ensembles**
  - Novice through High School Advanced
- **Harmonizing Instruments (Guitar & Piano)**
  - Novice through High School Advanced
- **Music Theory and Composition**
  - Novice through High School Advanced
- **Music Technology**
  - Novice through High School Advanced



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.