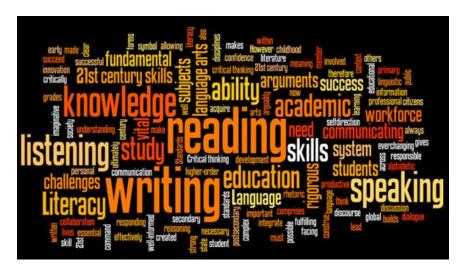
## **Artistic Literacy for All!**

# 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.	really teach		

#### Creating

Artists conceive and develop new artistic ideas and work

#### Performing/Presenting/Producing

o Artists realize artistic ideas and work through interpretation and presentation

#### Responding

Artists understand and evaluate how the Arts convey meaning

### Connecting

o 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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- 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...

- o 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...

- o Perceiving and analyzing artistic work
- o Interpreting intent and meaning in artistic work
- Applying criteria to evaluate artistic work

#### Artists connect by...

- o Synthesizing and relating knowledge and personal experiences to make Art
- o 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.

				2015 Ari	zona Academi	ic Standards i atre	n the Arts				
						ess - Creating					
				Anchor Sta	ndard #1 - Generate and	conceptualise artistic ide	nat and work		Professor		***********
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<ul> <li>With premiuming and report, transition between imagination and realty to invest and related as imaginary element in a</li> </ul>	a Propose potential character choices in a guided the ensul experience (e.g., process dhama.	a. Propose petential have detain. to plot and story in a guided Unidensial experience (e.g., process Brania, story		a Artivistic the visual datatis of	a. Hereify physical qualities that frozenia chieracter's loner traits.	a. Heretify blacking bened at a		a. Treestigger and equive multiple perspectives and	Apply have research to entirust ideas about the visual engocition of a theatmail with.	a treestigate foliopinal and suburpi consention, and their impact on the sisual composition of a theories	is Synthesize browledge fro variety of dramatic forms, theatrical conventions, and fechnologies, naturaling right
purited the street place in a., process thems, stony drama, practice drama)		drama, country drama).		and.						ests.	and injusting to create the o composition of a theophysic earth.
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<ol> <li>W/h prempting and oppoint, member with non- representational memorials each as, poppers, and contains prices for a guided theatered experience (4.g., present themself other drame, creative themself.)</li> </ol>	<ol> <li>Enlatorate with payers attent wheth attentives with progen for one fire a guided the attent of experience (in g., proleto drama, shory drama, Livariya drama).</li> </ol>	<ol> <li>Catistian or with power to discuss or weeks in a guided financia of commence (i.g., process discus, story dische, creation discuss).</li> </ol>	<ol> <li>Voval and dincer these for Landumes, props and lette for the environment and characters in a threatities' work.</li> </ol>	<ol> <li>Invest and design (schmad grammin) that eappoin the energy and glave constitutioners in a theoritical work.</li> </ol>	<ul> <li>Propose design items that toppint the story and green processing to the property and.</li> </ul>	p. Hondrify activations to disorger continuously in a the actival activi-	To Province and explain subcome to design challenges in a theories' work.	p. Caylore and discuss solutions for design challenges of a performance speed to a physicistic exch.	<ul> <li>Easilove the impact of outworkings an design. Exercise in Impact local work.</li> </ul>	In-plement design solutions     Tory of President work.	b. Design and insplanment a complete design for a their work that incorporates of alexandrs of sectionings procedurates of ag tights accompanies, made, project community, media, making regions and making.
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District Co.					Standard KE: Grgunize at	nd develop artistic ideas			and the same of th		
Eindergarten TH.CR.2:Ka	DM CB 2.54	Degli THI CR 3 TA	THE CR. J. Re	THE P. L. Co.	TH-CE-Z-Sa	TH.CR.T 6a	THICK J. 74	79.79.154	IS Proficient	HS Accomplished TH CR 2 HS2s	TH CR.1 Hills
<ul> <li>With prompting and copiers, interval with peres, and contribute to a gooded theurists experience (e.g., process distina, cony drama, creative disma).</li> </ul>	a. Describe and contribute to the development of a sequential pilot in a policy theories, experience (e.g., process thems, story drams, creative drams).	guided Chestral Imperiores ing., process drame, story	<ul> <li>Perforpers in reproceds of transcriptions to device original obtain for a thirdingal work.</li> </ul>	<ul> <li>Calleborate to there original shoe for a thereford work by entire acceptions about other actions and plants.</li> </ul>	je. Delanie original sklete for a physicing work historified, inflection require, about physicines and their given properties.	<ul> <li>Anatorio progradi obses and artistis choises to insprise, profitice, and evolve a deviant or surpried the animal evols.</li> </ul>	<ol> <li>Kapmer and justify original shale and emits choices in a treasured sent Assed on critical analysis, Basignound assessing and followed and solveral posters.</li> </ol>	<ol> <li>Reflections and apply critical analysis, bettgenund benselvings, necessis and restored and outural context is the decomposent of original ideas for a theatrical work.</li> </ol>	nd sulture in the development. If a dramatic concept through a	<ul> <li>Refine a dramatic concept to demandrate a critical uniformly of historical and sultural influences of original values operand to a theatmati- sects.</li> </ul>	a. Develop and synthesise original blook in a theatrical work officing offices analysis. Protostal and cultural contest ventants and western or non- western theatre traditions.
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<ul> <li>With prompting and autown, engines original abos, in a pudded Yearth (out respectant) by g., creative drama, process.</li> <li>disense, story dramati.</li> </ul>	it Partygate is group decision making to create a Peastrual work in g., province drama, story drama, creative drama).		is Compare these with prent, and make safections that will enhance and determ prince theopysial work.	In Make and discour group declarate and identify responsibilities imported to device a theutrical work to page a.	In Perforgate in Selfmod responsibilities required to present a final rule work influencity to peers.	In Contribute visual and scrept and incorporate the bless of others in propering or femiling theothesis work.	In Demonstrate mutual respect for self-and actions and their notes in properting or demoing a streamful work.	b. Store responsibilities and leadership rotes to develop collaborative parts when preparing or decising theoriesal leads.	Collaborate as the selent exister; playwright and exister; playwright and existence to explore their exercised acts in a relativisal ware.	to Coopman as a creative beam to make interpretive chasses for a threative even.	to Colleborate as a pressive to no create artists adjustants as realise interpretive physics, in devised or scriptoid theatings augre.
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nain.	TH.CR.3.1h	TH CS 3.26	DICK S.W	THERE 3.4h	THICK S.Sa.	THEREIN	THE CHAPTE	THORSE	HCR LIMIA	TH CR.1 H520	TACK S HISTO
a, using posted drawater play.	D. Martyly similarmes and	In Adapt and our sounds and	b. Furticipate and contribute for	is Develop physical and your	S. Create trofrecal elements	19. O'Rouse & planning technical	In Resourch instrain technical	to. Imprement a planted	Austry Sectional design	In Conceptualize and construct	It. Employ a high level of
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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
  - o Honors or college-level study



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

- General Music
  - o 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
  - o 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.