

Media and Visual Arts

Participant Manual

Tennessee Academic Standards for Fine Arts

Welcome, Teachers!

We are excited to welcome you to this summer's teacher training on the the Tennessee Academic Standards for Fine Arts Education. We appreciate your dedication to your students and your growth as an educator. As you participate today with your peers and interact with the standards, we hope you are able to find ways to connect this content to you own classroom, schools, and district. Teachers perform outstanding work every day and our hope is that the knowledge you gain will enhance the high-quality instruction you provide Tennessee's children each day.

We are honored that the content of this training was developed by and with Tennessee educators *for* Tennessee educators. We believe it is important for professional development to be informed by current educators, who work to cultivate every student's potential on a daily basis.

We'd like to thank the following educators for their contribution to the creation and review of this content:

Dru Davison, Shelby County School District
Brad Foust, Bartlett Municipal School District
Amanda Galbraith, Bartlett Municipal School District
Jason Glashauser, Clinton City School District
Lynnea Hunter, Johnson City School District
Robbin Johnston, Clarksville-Montgomery County School District
Chell Parkins, Middle Tennessee State University
Caitlin Seidler, Knox County School District

Network Map

Who is in the room? As introductions are made, it may be helpful to take notes on who you can network with for collaboration on standards implementation.

Overview

Part 1: Visual Arts and Media Arts

Module 1: Welcome

Module 2: Standards Orientation

Module 3: Structure of the Standards

Module 4: Mindset and Pedagogy

Part 2: Understanding of the Standards

Module 5: Developing a Deeper Understanding of the Standards

Module 6: Planning and Next Steps

Module 7: Wrap Up and Closing

Appendix

Resources

Agenda

Time	Content
8-11:30 p.m. (includes break)	Part 1: Visual Arts and Media Arts Intro <ul style="list-style-type: none"> Module 1: Welcome Module 2: Standards Orientation Module 3: Structure of the Standards Module 4: Mindset and Pedagogy
11:30 a.m.-12:45 p.m.	Lunch (on your own)
12:45-4 p.m.	Part 2: Understanding of the Standards <ul style="list-style-type: none"> Module 5: Deconstructing the Standards Module 6: Planning Module 7: Takeaways

Rest Stop 1

Work with your group to determine what grade band you think this should appear in the standards.

Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

Goals for Today

You will know the structure of the new standards.

You will understand how the standards can be applied in the classroom.

You will create classroom content using each of the standards.

Personal Goals:

Goals for Year One Implementation

- Teachers will know and teach all of their grade levels standards
- Students will be engaged with each of the four domains and 11 foundations.
- Teachers will demonstrate intentional focus on conceptual learning while maintaining capacity toward students' skill development.

Notes:

Standards Review Process

- **Jan. 2016:** Writing committee meets to begin drafting
 - **April 2016:** First draft of standards complete
 - **April-May 2016:** Public feedback collected via State Board of Education (SBOE) website
 - **June 2016:** Review committee meets to develop revisions based on public feedback
 - **July 2016:** First reading with SBOE
 - **Aug.-Sept. 2016:** Review committee meets to develop revisions based on SBOE feedback
 - **Oct. 2016:** Final reading with SBOE
 - **SY 2017-18:** Training and professional development
 - **SY 2018-19:** Full implementation
-
- The process begins with a review of the standards for public feedback.
 - Tennessee educators who are experts in their content area and grade band serve on the the advisory panels. These educators review all the public feedback and the current standards, then use their content expertise and knowledge of Tennessee students to draft a revised set of standards.
 - The standards are posted for a second feedback collection from Tennessee's stakeholders.
 - The Standards Recommendation Committee (SRC) consists of 10 members appointed by legislators. This group looks at all the feedback from the website, the current standards, and revised drafts. Recommendations are then made for additional revisions if needed.
 - The SRC recommends the final draft to the State Board of Education for approval.

Notes:

Standards Revision Key Points

Structural Shifts

Grade bands/levels:

K, 1, 2, 3, 4, 5, 6, 7, 8, HS 1, HS 2, HS 3

Addition of media arts as a fine art

Organization

- Six overarching standards to four domains and 11 foundations; common among all fine arts
- Grade Level Expectation (GLE)/Course Level Expectation (CLE) to Standard
- Formative assessments not included in standards

Conceptual Shifts

Students as Artists

- Differences are desirable.
- Skills with media are just one of many aspects of an artist's training.
- Experimentation and innovation are encouraged.

Brain Development

- Standards support cultivating dispositions exhibited by critical thinkers.
- Students can apply their strong creative problem-solving skills developed in visual art to any career they eventually pursue.

21st Century Skills

- Creativity
- Critical thinking
- Communication
- Collaboration

College and career readiness

10 Lessons the Arts Teach

1. The arts teach children to make **good judgements** about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
2. The arts teach children that problems can have **more** than **one** solution and that questions can have more than one answer.
3. The arts celebrate multiple **perspectives**. One of their large lessons is that there are many ways to **see** and **interpret** the world.
4. The arts teach children that in complex forms of problem solving problems are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the **ability** and **willingness** to surrender to the unanticipated possibilities of the work as it unfolds.
5. The arts make **vivid** the act that neither words in their literal form nor numbers exhaust what we can **know**. The limits of our language do not define the limits of our **cognition**.
6. The arts teach students that **small differences** can have **large effects**. The arts traffic in subtleties.
7. The arts teach students to think through and within a material. All art forms employ some means through which **images** become **real**.
8. The arts help **children learn** to say what cannot be said. When children are invited to disclose what a work of art helps them **feel**, they must reach into their **poetic capacities** to find the words that will do the job.
9. The **arts enable** us to have **experience** we can have from no other source and through such experience to **discover** the range and variety of what we are capable of **feeling**.
10. The arts' position in the school curriculum symbolizes to the young what adults **believe** is **important**.

Source: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. www.arteducators.org/advocacy

Notes:

Rest Stop 2

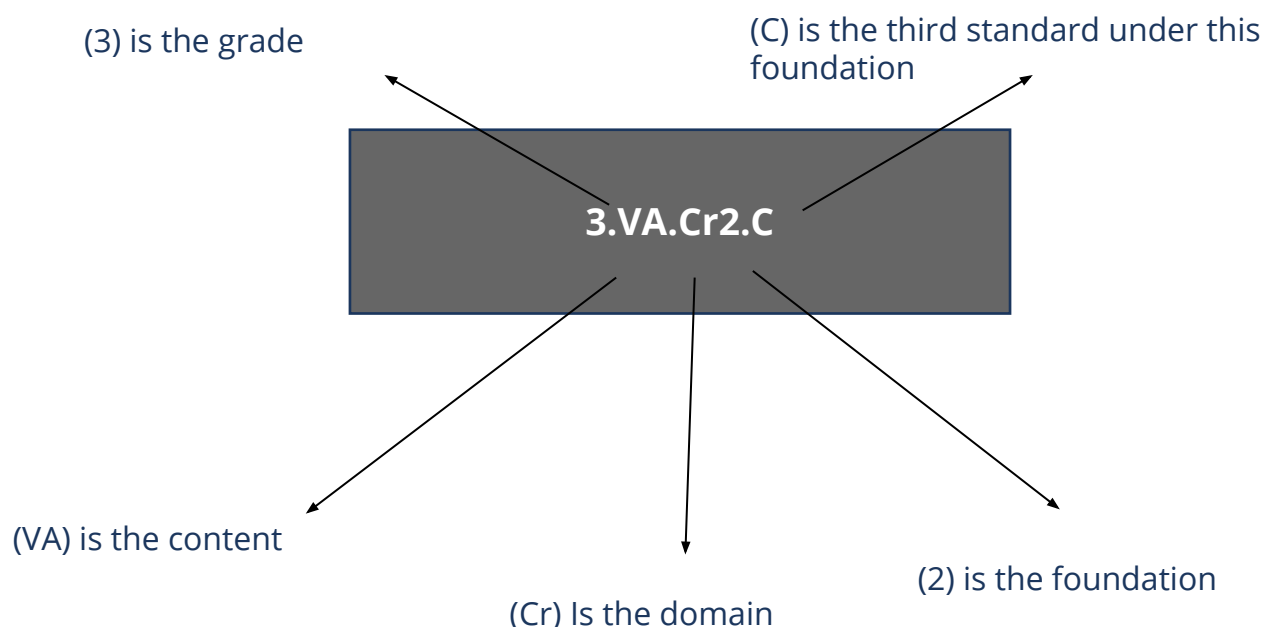
Work with your group to determine what grade band you think this should appear in the standards.

Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals.

Notes:

Standard Structure and Coding

Domain	Create
Enduring Understandings	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Essential Questions	How do artists and designers create works of art or designs that effectively communicate?
Foundation	Cr2 Organize and develop artistic ideas and work
Standard	Individually or collaboratively construct visual representations of objects or places from everyday life.



Domains and Foundations

CREATE	PRESENT PERFORM PRODUCE	RESPOND	CONNECT
1: Generate and conceptualize artistic ideas and work.	1: Select, analyze, and interpret artistic work for presentation.	1: Perceive and analyze artistic work.	1: Synthesize and relate knowledge and personal experiences to artistic endeavors.
2: Organize and develop artistic ideas and work.	2: Develop and refine artistic work for presentation.	2: Interpret intent and meaning in artistic work.	2: Relate artistic ideas and works with societal, cultural, and historical contexts.
3: Refine and complete artistic work.	3: Convey and express meaning through the presentation of artistic work.	3: Apply criteria to evaluate artistic work.	

Enduring Understandings and Essential Questions in Visual Art

Visual Art

Enduring Understandings

- Link individual standards back to big ideas
- Will be explored and revisited throughout students' education

DOMAIN: Create
Foundation Cr2 Organize and develop artistic ideas and work
Enduring Understandings People create and interact with objects, places, and design that define, shape, enhance and empower their lives.

Essential Questions

- Designed to inspire authentic exploration of concepts
- Connect the content of the standards with enduring understandings
- Are intentionally open-ended; therefore, answers are likely to evolve over time

DOMAIN: Create
Foundation Cr2 Organize and develop artistic ideas and work
Enduring Understandings People create and interact with objects, places, and design that define, shape, enhance and empower their lives.
Essential Questions How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works or art or design that effectively communicate?

Enduring Understandings and Essential Questions in Media Arts

Media Arts

Enduring Understandings

- Link individual standards back to big ideas
- Will be explored and revisited throughout students' education

DOMAIN: Create
Foundation Cr2 Organize and develop artistic ideas and work
Enduring Understandings Media artists organize and develop creative ideas, plans, and models that can effectively realize and communicate artistic vision.

Essential Questions

- Designed to inspire authentic exploration of concepts
- Connect the content of the standards with enduring understandings
- Are intentionally open-ended; therefore, answers are likely to evolve over time

DOMAIN: Create
Foundation Cr2 Organize and develop artistic ideas and work
Enduring Understanding Media artists organize and develop creative ideas, plans, and models that can effectively realize and communicate artistic vision.
Essential Questions How do media artists organize and develop ideas and models to achieve the desired end product?

Reflection and Personal Goals

- What do you already know?
- What do you hope to learn?
- What do you hope to leave with today?

Arts and Literacy

Literacy is embedded within the fine arts standards. The three areas of literacy within the visual and media arts standards are textual, artistic, and visual.

Textual

Textual literacy is a term that has traditionally been used to describe reading, writing, and analyzing written text.

Artistic

Artistic literacy is the knowledge and understanding required to participate authentically in the visual arts.

Visual

visual literacy is developed as a result of intentional practice in effectively finding, interpreting, evaluating, using, and creating images and visual media.

Students are best prepared for their next chosen path in education when there is synergy between the multiple types of literacy such as textual, visual, and artistic literacies.

What are some ways literacy is incorporated in visual and media arts instruction?

Notes:

Growth vs. Fixed Mindset

Fixed Mindset	Growth Mindset
Mine isn't good...	What am I missing?
I'm awesome at this...	I'm on the right track!
I'm just not good at art...	I'm going to train my brain and my hands to do art.
I hate making mistakes...	Mistakes help me learn.
This is too hard...	This is going to take some time.
She's so good at art it makes me sick...	I'm going to figure out how she's doing it.
This is as good as my work will ever get...	What can I do to make my work better?
I can't even draw a stick person, a straight line.....	I still have some things to learn.

Reformatted for standards training, content from:
<https://www.teacherspayteachers.com/Product/Think-Like-an-Artist-Poster-2711876>

Studio Habits of Mind

Develop Craft	Learning to use tools, materials, artistic conventions, and learning to care for tools, materials, and space
Engage and Persist	Learning to embrace problems, develop focus, and persevere through challenges
Envision	Learning to imagine possible steps in making art and learning to see what doesn't exist yet
Express	Learning to create works of art that convey an idea, feeling, or meaning
Observe	Learning to see more closely than ordinary looking
Reflect	Learning to think about your work and talk with others about it
Stretch and Explore	Learning to reach beyond one's limits and embrace the opportunities to learn from mistakes
Understand the Art Community	Learning to interact as artists with other artists

Reformatted for standards training, content from: *Studio Thinking: The Real benefits of Art Education*,

Studio Habits of Mind Visual Arts

Foundation Cr1 Generate and conceptualize artistic ideas and work.			Essential Questions: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration influence the creative process?					
Enduring Understandings Creativity and innovative thinking are essential life skills that can be developed.								
Standards	Envision	Engage and Persist	Develop Craft	Understand the Art Community	Reflect	Observe	Express	Stretch and Explore
<u>K.VA.Cr1.A</u> Explore and experiment imaginatively with ideas and materials.								
<u>1.VA.Cr1.A</u> Explore and experiment imaginatively with ideas and materials through collaboration.								
<u>2.VA.Cr1.A</u> Brainstorm collaboratively multiple approaches to an art or design problem.								
<u>3.VA.Cr1.A</u> Elaborate on an imaginative idea.								
<u>4.VA.Cr1.A</u> Brainstorm original approaches to an art or design problem.								
<u>5.VA.Cr1.A</u> Combine ideas to generate an innovative plan for art-making.								
<u>6.VA.Cr1.A</u> Combine concepts collaboratively to generate innovative ideas for creating art.								
<u>7.VA.Cr1.A</u> Apply formal and informal methods to overcome creative blocks.								
<u>8.VA.Cr1.A</u> Document early stages of the creative process using traditional or emerging media.								
<u>HS1.VA.Cr1.A</u> Formulate and develop creative approaches to art-making.								
<u>HS2.VA.Cr1.A</u> Individually or collaboratively formulate new creative problems based on student's existing work.								
<u>HS3.VA.Cr1.A</u> Envision and hypothesize creative risks and their implications while determining plans and direction of art-making.								



Studio Habits of Mind Media Arts

Foundation Cr1 Generate and conceptualize artistic ideas and work.			Essential Questions: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?					
Enduring Understandings Creativity and innovative thinking are essential life skills that can be developed.								
Standards	Envision	Engage and Persist	Develop Craft	Understand the Art Community	Reflect	Observe	Express	Stretch and Explore
<u>K.MA.Cr1.A</u> Discover and share ideas for media artworks using exploration and experimentation.								
<u>1.MA.Cr1.A</u> Express and share ideas for media artworks								
<u>2.MA.Cr1.A</u> Brainstorm collaboratively multiple approaches to media arts.								
<u>3.MA.Cr1.A</u> Develop multiple ideas for media artworks using a variety of tools, methods, and materials.								
<u>4.MA.Cr1.A</u> Brainstorm goals and original approaches for media artworks using a variety of methods.								
<u>5.MA.Cr1.A</u> Envision and combine original ideas to generate an innovative plan for media arts.								
<u>6.MA.Cr1.A</u> Formulate a variety of ways to achieve a goal for media arts.								
<u>7.MA.Cr1.A</u> Generate a variety of innovative ideas and solutions for media arts.								
<u>8.MA.Cr1.A</u> Develop focused goals, ideas, and solutions for original media arts.								
<u>HS1.MA.Cr1.A</u> Use identified methods to develop artistic goals, formulate multiple ideas, and problem solve in media arts.								
<u>HS2.MA.Cr1.A</u> Strategically utilize methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media.								
<u>HS3.MA.Cr1.A</u> Integrate aesthetic principles within a variety of generative methods to fluently form original ideas, solutions, and innovations in media.								

Reflection Moment

Take a minute to consider how each of these questions apply to you. After recording some of your thoughts, please post one from each question and post on the appropriate chart paper.

- What's new?
- How will this impact your teaching?
- How will this impact your students?
- How will this affect communication with administrators?

Notes:

Rest Stop 3

Work with your group to determine what grade band, domain, and foundation you think this should appear in the standards.

Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals.

CREATE	PRESENT PERFORM PRODUCE	RESPOND	CONNECT
1: Generate and conceptualize artistic ideas and work.	1: Select, analyze, and interpret artistic work for presentation.	1: Perceive and analyze artistic work.	1: Synthesize and relate knowledge and personal experiences to artistic endeavors.
2: Organize and develop artistic ideas and work.	2: Develop and refine artistic work for presentation.	2: Interpret intent and meaning in artistic work.	2: Relate artistic ideas and works with societal, cultural, and historical contexts.
3: Refine and complete artistic work.	3: Convey and express meaning through the presentation of artistic work.	3: Apply criteria to evaluate artistic work.	

Deconstructing a Standard: Practice 1

HS1.VA.R3.A - Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.		
Student will (do)	What is the task at hand?	What do observers see when the students are engaged?
In order to (know)	What skills/facts are being introduced/reinforced?	What do the students say when asked, "What are you learning?"
Highlighting that (understand)	What concepts are being developed?	What do students say when asked, "Why is learning this important?"

Deconstructing a Standard: Practice 2

7.VA.Cn2.A Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses.		
Student will (do)	What is the task at hand?	What do observers see when the students are engaged?
In order to (know)	What skills/facts are being introduced/reinforced?	What do the students say when asked, "What are you learning?"
Highlighting that (understand)	What concepts are being developed?	What do students say when asked, "Why is learning this important?"

Deconstructing your Standard

Write the standard of your choice:		
Student will (do)	What is the task at hand?	What do observers see when the students are engaged?
In order to (know)	What skills/facts are being introduced/reinforced?	What do the students say when asked, "What are you learning?"
Highlighting that (understand)	What concepts are being developed?	What do students say when asked, "Why is learning this important?"

Alignment Template

CREATE	PRESENT PERFORM PRODUCE	RESPOND	CONNECT
1: Generate and conceptualize artistic ideas and work.	1: Select, analyze, and interpret artistic work for presentation.	1: Perceive and analyze artistic work.	1: Synthesize and relate knowledge and personal experiences to artistic endeavors.
2: Organize and develop artistic ideas and work.	2: Develop and refine artistic work for presentation.	2: Interpret intent and meaning in artistic work.	2: Relate artistic ideas and works with societal, cultural, and historical contexts.
3: Refine and complete artistic work.	3: Convey and express meaning through the presentation of artistic work.	3: Apply criteria to evaluate artistic work.	

Connections to Assessment Planning

- Assessment **OF** is summative – a judgement.
- Assessment **FOR** is to inform teachers in what direction they should go with their instruction.
- Assessment **AS** instruction informs students where they are in reaching the goals for the standard.
- Assessment is **ongoing**, continues to inform instruction, and is not the end goal.

Notes:

KUD - Connections to Assessment

3.VA.Cr1.B. Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

Student will be able to (do)	What are we teaching them to do?	What will observers see when the students perform?
The student will (know)	What skills/facts are being introduced/reinforced?	What do the students say when asked, "What did you learn that you did not know?"
The student will (understand)	What concepts are being developed?	What do students say when asked, "What do you understand now that you did not understand prior to instruction?"

Presenting Instructional Content

- Incorporate strategies beyond teacher demonstrations.
- Develop mindset of the student as the artist and the one who needs to be doing the work.
- Balance conceptual and skill development.

Sustain	Implement

Activities, Space, and Materials

- Consider the level of student engagement.
- Consider ways to arrange the work space to allow for student choices.
- Balance instruction and experimentation.

Sustain	Implement

Academic Feedback

- Consider strategies for feedback opportunities including:
 - Teacher to student
 - Student to teacher
 - Student to student

Sustain	Implement

Takeaways: Reflection Questions

Based on our time together today, what talking points do you feel comfortable sharing with colleagues back at your local districts? Let's create a list of 4-5 points that you feel are important to be shared.

1.

2.

3.

4.

5.

Contacts and Resources

- Tennessee Department of Education
 - <https://www.tn.gov/education.html>
- Tennessee Art Education Association
 - <http://www.tnarteducation.org/>
- Tennessee Arts Academy
 - <http://www.tennesseeartsacademy.org/>
- Tennessee Arts Commission
 - <http://tnartscommission.org/>
- National Art Education Association
 - <https://www.arteducators.org/>
- Higher Education Community
- National Core Arts Standards
 - <http://www.nationalartsstandards.org/>

