

Standards Revision Updates

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State Board Policy SCOS-012

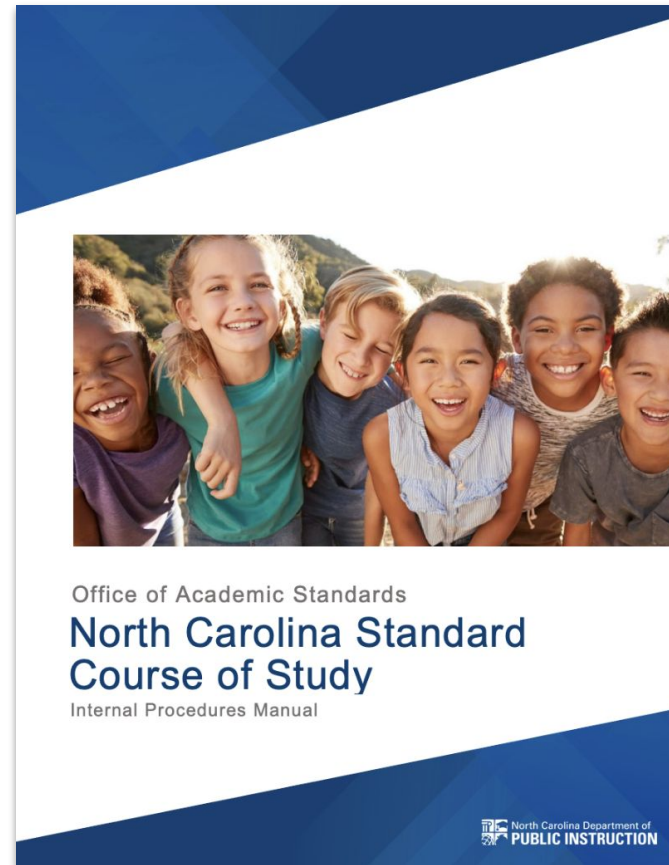
State Board Policy SCOS-012

- NCDPI facilitates the review of each set of content standards every five-to-seven years to ensure clear, relevant standards and objectives.
- NCDPI uses a uniform and formalized system built on four guiding principles:
 - Feedback-based
 - Research-informed
 - Improvement-oriented
 - Process-driven



Internal Procedures Manual

Pages 17-23



K-12 Healthful Living Updates & Next Steps

Completed Actions:

- ✓ Data Review Committee (DRC) analyzing data and creating report

Next Steps:

- Standards Writing Team (SWT) will create Draft 3 (*final*)
- Draft 3 will be presented to the SBE for action

K-12 World Language Updates & Next Steps

Completed Actions:

- ✓ Draft 2 survey closed March 4

Next Steps:

- OLR will organize the data
- Data Review Committee (DRC) will analyze data and create report
- Standards Writing Team (SWT) will create Draft 3 (*final*)

K-12 Arts Updates & Next Steps

Completed Actions:

- ✓ Draft 2 survey released Feb. 27

Next Steps:

- Draft 2 surveys will close March 31
- OLR will organize the data
- Data Review Committee (DRC) will analyze data and create report
- Standards Writing Team (SWT) will create Draft 3 (*final*)

K-12 Arts DRC Reports

Based on:

- PSU and stakeholder survey responses

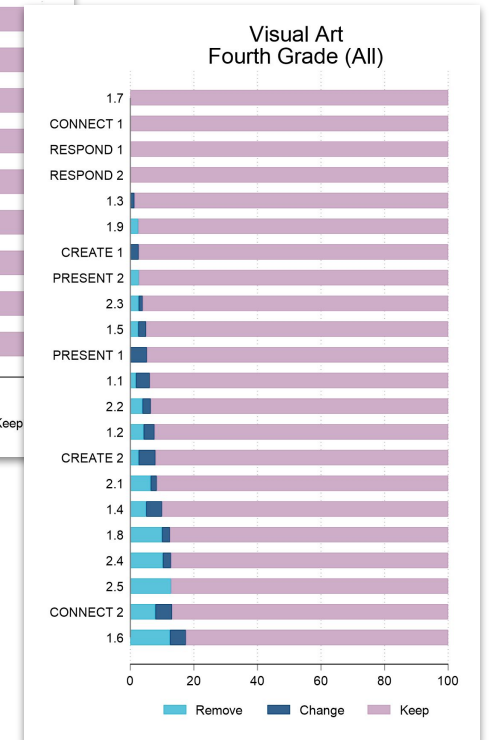
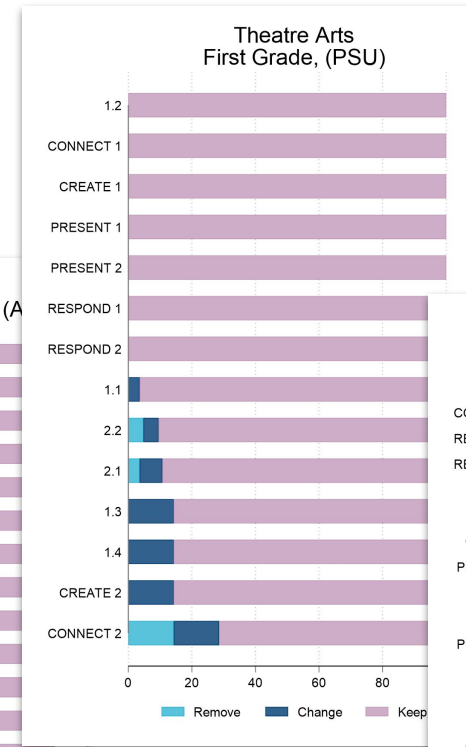
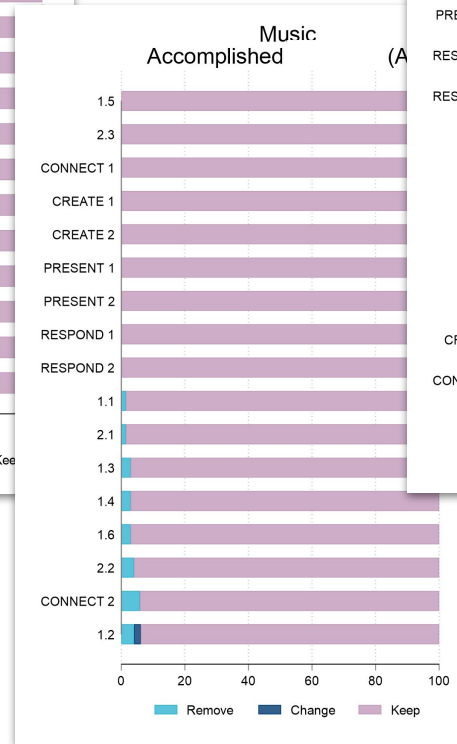
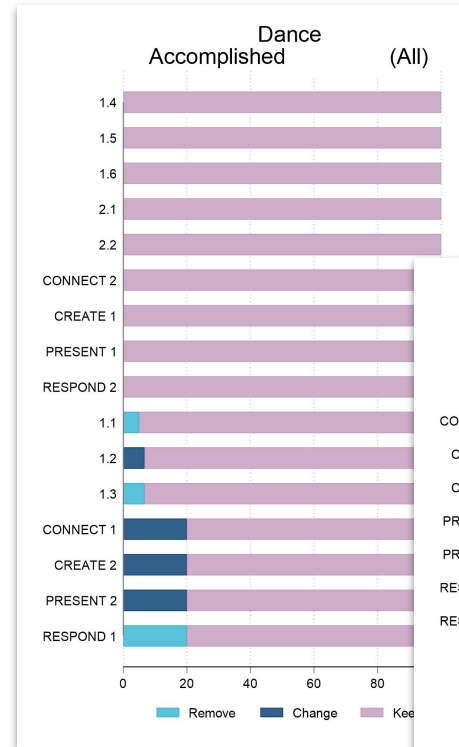
2 main sections:

- Qualitative and quantitative analysis of the data
- Data Review Committees (DRC) provided conclusions based on the data analysis and recommendations for possible revisions to the K-12 Dance, Music, Theatre Arts, and Visual Arts

The DRC report was provided to the SWT as the basis to create Draft 2.

DRC Report Analysis Examples

Overall percentage of
remove/change/keep
requested within a
proficiency level:
All-Stakeholders & PSU



DRC Conclusions

The DRC used the data provided to develop overall conclusions

Section 1 - Big 8 Overview

Praise for First Draft

Overall, reviewers of the first draft tend to appreciate the change of the four overarching standards to align with [National Arts Standards](#): Connect, Create, Present, and Respond, especially rearranging the standards to put the Connect strand first. Additionally, a small percentage of reviewers are happy with the addition of dance notation into the standards.

DRC Recommendations

1

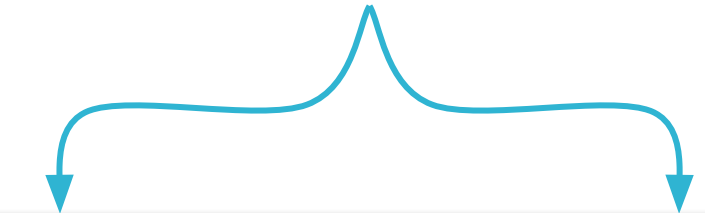
NCDPI

Data imported from PSU and All Stakeholders Surveys

2

DRC

Final conclusion for standard and objectives



Revised Objective (SWT Only)	Objective	Conclusion	Support (Data Sources, Trends, Research)	# PSU	PSU %K	PSU %C	PSU %R	# ALL	ALL %K	ALL %C	ALL %R
	CN.1 - Relate artistic ideas and works with societal, cultural, and historical context	Keep		148	100	0	0	133	90	10	0
CN1a	K.CN.1.1 Identify different types of theatrical performances throughout history.	Keep		7	100	0	0	9	100	0	0
CN1a	1.CN.1.1 Compare and contrast theatre arts from a variety of cultures.	Change	A variety of cultures, instead of history should have been in the K standard, if they have to compare this year	7	100	0	0	8	88	13	0
CN1a	2.CN.1.1 Identify ways in which various historical events have shaped American theatre.	Change	Not developmentally appropriate	7	100	0	0	8	88	13	0
CN1a	3.CN. 1.1 Compare and contrast theatre arts forms in the community.	Keep		7	100	0	0	7	100	0	0
CN1a	4.CN1.1 Identify theaters and theatrical groups unique to North Carolina by geographic region.	Change	ensure context includes historically marginalized groups	7	100	0	0	7	86	14	0

3

SWT

Draft 2 objectives created straight from the DRC recommendations of Draft 1

2

DRC

Pertinent Research, Comments, Legislation, or Feedback

Data Trends/Themes from DRC Reports

Dance

- Inclusivity of language to accommodate a variety of technical styles
- Broadening the definition of innovation beyond the use of technology
- Steadily increase rigor throughout grade levels
- Ensure vertical alignment

Music

- Consider time restraints and developmental appropriateness
- Write innovative objectives to ensure equitable access to technology
- Clarity of content and which set of SCOS applies to General Music vs. Vocal and Instrumental Music
- Use clear and discipline-specific vocabulary

Theatre

- Support documentation will be a necessity
- Support for common objectives across “Connect” strand
- Use clear and discipline-specific vocabulary
- Strengthen topical “through-lines” K-12
- Technical Theatre was very well received with revisions only for clarity

Visual Arts

- Consolidate objectives of similar terminology and content as well as simplify language for ease of use and understanding
- Check for vertical alignment
- Not all students will have K-8 instruction; scaffolding should be taken into consideration
- Measurable Visual Arts standards need to be based on age-appropriate developmental levels

K-12 Arts Standards Writing Teams

Standards Writing Team:

- Began working virtually in January
- Used the conclusions and recommendations from the DRC Report
- Worked in teams by:
 - Discipline
 - K-12 Dance
 - Music
 - K-12 General Music
 - Secondary Vocal and Instrumental Music
 - Theatre (Both K-12 Theatre Arts and HS Technical Theatre)
 - K-12 Visual Arts

A Common Framework was established with EQs

	Dance	Music	Theatre	Visual Arts	Essential Questions
CONNECT I can relate artistic ideas and works to past, present, and future societies and cultures EQ: How do I build background knowledge to apply to my field of art?					
Tradition	CN.1 - Relate dance ideas and works with personal, societal, cultural, and historical, and daily life contexts	CN.1 - Relate musical ideas and works with personal, societal, cultural, and historical, and daily life contexts	CN.1 - Relate theatrical ideas and works with personal, societal, cultural, and historical, and daily life contexts	CN.1 - Relate visual art ideas and works with personal, societal, cultural, and historical, and daily life contexts	How do the world and this artform influence one another? How do school, life, and arts education skills relate to one another?
Advancement	CN.2 - Explore advancements in the field of dance	CN.2 - Explore advancements in the field of music	CN.2 - Explore advancements in the field of theatre arts	CN.2 - Explore advancements in the field of visual art	What college and/or career opportunities exist in this artform? How is the artform transforming in the world?
CREATE I can conceive and develop new artistic ideas and work individually and/or collaboratively EQ: How do I express original ideas through the creation of art, considering copyright and fair use laws?					
Origination	CR.1 - Create original dance movements and works that communicate ideas, experiences, feelings and/or images	CR.1 - Create original musical ideas and works	CR.1 - Create original theatrical ideas and works	CR.1 - Create original visual art ideas and 2-D and 3-D artworks, including drawing, painting, printmaking, fibers, sculpture, ceramics, and digital media, using tools safely and appropriately	How does exploration, experimentation, improvisation, and investigation happen in art-making? How are original works created and documented?
Adaptation	CR.2 - Adapt dance ideas and works	CR.2 - Adapt musical ideas and works	CR.2 - Adapt theatrical ideas and works	CR.2 - Adapt visual art ideas and work individually and collaboratively.	How can others' artwork be adapted or modified with new ideas without appropriating? What art is open source, fair use, or protected by copyright?

Draft 2 of the Proposed K-12 Dance Standards

Standard	Objectives
I.PR.1 - Present dance works from a variety of cultures and traditions.	I.PR.1.1 Apply self, peer, and instructor assessment to refine personal and group performance in dance.
	I.PR.1.2 Execute technical skills using kinesthetic awareness/proprioception in extended dance phrases.
	I.PR.1.3 Demonstrate performance values of clarity, focus, and projection on dance performance.

DRAFT

Draft 2 of the Proposed K-12 General Music Standards

Standard	Objectives
B.PR.1 - Present musical works.	B.PR.1.1 Refine musical technique, presentations, compositions, or ideas by applying feedback from instructors, peers, and self.
	B.PR.1.2 Perform or produce music, reading standard notation in treble and/or bass clef with whole, half, dotted half, quarter, dotted quarter, eighths, sixteenths, equivalent rests, and basic syncopation and tied rhythms in 2/4, 3/4, 4/4, and 6/8 meters.
	B.PR.1.3 Perform or produce rounds, canons, and partner songs in unison and/or simple harmony.
	B.PR.1.4 Apply music symbols and terminology for the performance or production of presto, largo, moderato, call/response and song forms, legato/staccato, accents, slurs, pianissimo, piano, forte, and fortissimo with appropriate technique.

DRAFT

Draft 2 of the Proposed K-12 Vocal & Instrumental Music Standards

Standard	Objectives
I.PR.1 - Present musical works.	I.PR.1.1 Describe the effectiveness of a strategy used to improve personal technical skill.
	I.PR.1.2 Demonstrate appropriate musical technique without interventions.
	I.PR.1.3 Sing and/or play audiated melodic patterns/intervals in tune.
	I.PR.1.4 Sight read music at the Intermediate level for the appropriate instrument/voice.
	I.PR.1.5 Sing and/or play homophonic and/or polyphonic repertoire which includes chromatic, major, and/or minor scales with simple key changes, triplets, and ties across the bar line in a variety of meters, including 2/2 and simple meter changes.
	I.PR.1.6 Apply music symbols, terminology, and/or gestures of a conductor for performance of tempos, forms, articulations, and dynamics found in Intermediate repertoire.

DRAFT

Draft 2 of the Proposed K-12 Theatre Arts Standards

Standard	Objectives
I.PR.1 - Present theatrical works.	I.PR.1.1 Identify areas for improvement based on specific objective feedback and criteria.
	I.PR.1.2 Apply staging conventions to formal and informal theatrical productions by employing vocal and physical acting techniques.

DRAFT

Draft 2 of the Proposed K-12 Technical Theatre Arts Standards

Standard	Objectives
I.PR.1 - Present technical theatre works.	I.PR.1.1 Identify steps to improve based on specific objective feedback and criteria.
	I.PR.1.2 Apply stagecraft skills and concepts.

DRAFT

Draft 2 of the Proposed K-12 Visual Arts Standards

Standard	Objectives
I.PR.1 - Present visual artworks.	I.PR.1.1 Refine artwork based on relevant criteria and artistic voice.
	I.PR.1.2 Create an artist statement that communicates the processes and techniques of the materials used to create personal art.

DRAFT

Draft 2 Arts Standards

5.CN.1 - Relate artistic ideas and works with personal, societal, cultural, historical, and daily life contexts.	DA.5.CN.1.1 Explain styles and dancers who have influenced, or been influenced by, the cultures and traditions of the United States.
	MU.5.CN.1.1 Explain styles and musicians who have influenced or been influenced by the cultures and traditions of the United States.
	TA.5.CN.1.1 Describe how theatre and major historical events in the United States influenced each other.
	VA.5.CN.1.1 Explain how visual art has affected, and been affected by, the culture, traditions, and history of the United States.

DRAFT

Questions?

