

Arizona Arts Standards



Arts Education K-12

Understanding & Using the
Academic Standards in the Arts

2022

Introduction

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 influence 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 \$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 that is important for all 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; and articulated as anchor and performance standards that students should attain; and supported by instructional resources, including **student-friendly-language learning intentions** and **sample lesson plans**. 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 arts standards.



Music

Dance

Media Arts

Theatre

Visual Arts

Understanding the Standards Framework

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 – 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

Artistic Process	Creating (Cr)
Anchor Standards	Cr1 Generate and conceptualize artistic ideas
	Cr2 Organize and develop artistic ideas and work
	Cr3 Refine and complete artistic work
	Performing/Presenting/Producing (Pr)
	Pr4 Select, analyze, and interpret artistic work for performance
	Pr5 Develop and refine artistic techniques and work for presentation
	Pr6 Convey meaning through the presentation of artistic work
	Responding (Re)
	Re7 Perceive and analyze artistic work
	Re8 Interpret intent and meaning in artistic work
	Re9 Apply criteria to evaluate artistic work
	Connecting (Cn)
	Cn10 Synthesize and relate knowledge and personal experiences to make art
	Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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, each **Anchor Standard** is divided into **Performance Standards** which describe grade-by-grade student learning in each of the specific Arts disciplines.

Anchor Standard	Performance Standards	Artistic Process
Cr1 Generate and conceptualize artistic ideas	VA:1.Cr1.a	Engage collaboratively (such as in pairs, small groups, or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper murals, etc.).
	VA:1.Cr1.b	Use careful observation in preparation for making a work of art.
	VA:1.Cr2.a	Explore uses of materials , tools, approaches (such as using elements of modern art, applying artistic ideas from diverse cultures, etc.) to create works of art or design.
Cr2 Organize and develop artistic ideas and work	VA:1.Cr2.b	Demonstrate safe and proper procedures for using materials , tools, and equipment while making art.
	VA:1.Cr2.c	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
Cr3 Refine and complete artistic work	VA:1.Cr3.a	Use art vocabulary to describe choices in personal artwork .
Presenting (Pr)		
Pr4 Select, analyze, and interpret artistic work for performance	VA:1.Pr4.a	Explain why some objects, artifacts, and artwork are valued over others.
Pr5 Develop and refine artistic techniques and work for presentation	VA:1.Pr5.a	Give reasonable answers to questions about preserving artworks (such as where, when, why, and how artwork should be preserved .)
Pr6 Convey meaning through the presentation of artistic work	VA:1.Pr6.a	Identify the roles and responsibilities of people who work in and visit museums and other art venues .

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.

Visual Arts – Grade 1		Level
Creating (Cr)		
Cr1 Generate and conceptualize artistic ideas	VA:1.Cr1.a	Engage collaboratively (such as in pairs, small groups, or whole group) in exploration and imaginative play with materials (such as puppets, model towns, paper murals, etc.).
	VA:1.Cr1.b	Use careful observation in preparation for making a work of art.
Cr2 Organize and develop artistic ideas and work	VA:1.Cr2.a	Explore uses of materials , tools, approaches (such as using elements of modern art, applying artistic ideas from diverse cultures, etc.) to create works of art or design.
	VA:1.Cr2.b	Demonstrate safe and proper procedures for using materials , tools, and equipment while making art.
	VA:1.Cr2.c	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
Cr3 Refine and complete artistic work	VA:1.Cr3.a	Use art vocabulary to describe choices in personal artwork .
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Pr6 Convey meaning through the presentation of artistic work	VA:1.Pr6.a	Identify the roles and responsibilities of people who work in and visit museums and other art venues .

In addition, the **Arizona Academic Standards** in Music provide two levels of **Performance Standards** for Performing Ensembles and Harmonizing Instruments (Guitar & Piano) prior to high school:

- Novice = Approximately 5th Grade
- Intermediate = Approximately 8th Grade

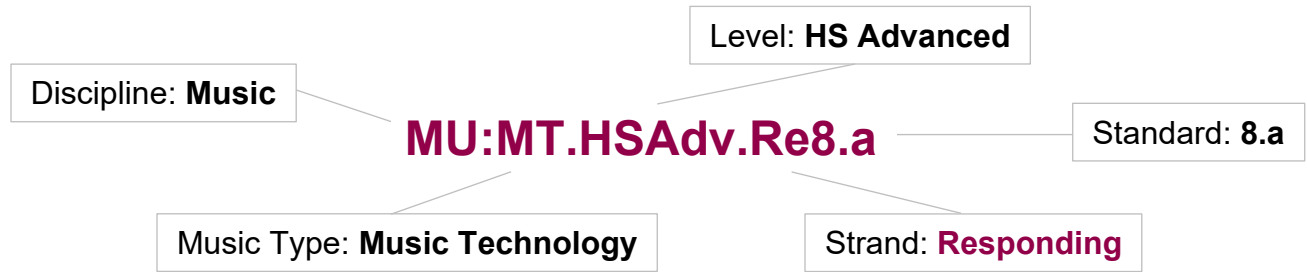
There are three levels of Performance Standards for high school courses in all disciplines:

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

Using the Standards

1. 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.
2. In some performance standards, examples are given in parenthetical “e.g.,” notes. These are in no way prescriptive; they simply provide examples and clarifications.
3. Readers will notice **highlighted words** throughout. These are the nationally approved artistic vocabulary identified by the [National Coalition for Core Arts Standards](#).

Coding the Standards



Examples:

Code	Discipline	Music Type	Level	Strand	Anchor Standard	Standard
DA:1.Cn11.a	Dance		Grade 1	Connecting (Cn)	11	a
MA:5.Pr5.a	Media Arts		Grade 5	Producing (Pr)	5	a
MU:7.Pr4.c	Music	General Music	Grade 7	Performing (Pr)	4	c
MU:PE.N.Cr3b	Music	Performing Ensembles	Novice	Creating (Cr)	3	b
TH:HSP.Re9.a	Theatre		HS Proficient	Responding (Re)	9	a
VA:K.Cr1.b	Visual Arts		Kindergarten	Creating (Cr)	1	b

Music Type Abbreviations:

HI = Harmonizing Instruments **PE** = Performing Ensembles **TC** = Theory & Composition **MT** = Music Technology

* General Music standards are coded using only the discipline abbreviation MU, with no additional denotation for music type

