

## Visual & Performing Arts Standards Overview

The expectation of the New Jersey arts standards is that ALL students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade. The organization of the 2009 visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. The standards allow for flexibility in how and when hands-on introductory arts are offered throughout the K-5 cycle.

Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines (dance, music, theatre, or visual art) based on their interests, aptitudes, and career aspirations.

By the end of grade 12, every student must successfully complete a course of study for 1 year in one art form at some point during grades 9-12.

**There are four visual and performing arts standards:** Two apply equally to all arts domains (*History of the Arts & Culture* and *Aesthetic Responses & Critique Methodologies*). The other two (*Creative Process and Performance*) are very similar for each art form, deviating primarily in domain specific vocabulary.

Additionally, the Visual & Performing Arts Standards are organized in grade band clusters (K-2, 3-5, 6-8, 9-12), and do not articulate yearly expectations for students. Rather, expectations for learning are benchmarked by the end of grades 2, 5, 8, and 12.

**Standards 1.1 and 1.2**, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

- **Standard 1.1 The Creative Process:** *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*
- **Standard 1.2 History of the Arts and Culture:** *All students will understand the role, development, and influence of the arts throughout history and across cultures.*
- **Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*
- **Standard 1.3** is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts-specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.
- **Standard 1.4 Aesthetic Responses & Critique Methodologies** pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies. This standard addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*.

## **Visual & Performing Arts Model Curriculum Unit Distribution**

**Grades K-5:**     5 six-week units per grade per year in Music, and Visual Art plus  
2 six-week units (each) in grades 3 & 5 for Dance and Theatre

**60 Units** (total) have been developed covering yearly sequences of **Music and Visual Art** instruction for grades K-5.

**20 Units** (total) have been developed in **Dance and Theatre** for grades 3 & 5 (Two units each in Dance and Theatre) to accommodate for hands-on opportunities for learning in all four arts domains, as required by the standards.

*(Fully articulated K-5 Unit sequences for Dance and Theatre shall be developed in subsequent phases of the NJ Model Curriculum Project)*

**Grades 6-8**     5 six-week units per grade per discipline

**60 Units** (total) have been developed covering yearly sequences of **Dance, Music, Theatre, and Visual Art** for Grades 6-8. Choice of specialization in one of the four arts disciplines is driven by student choice in grades 6-8.

**High School**     5 six-week units/grade for each of 4 art forms (General Coursework)

**20 Units** (total) have been developed for students opting to take a (general) arts course in **Dance, Music, Theater, or Visual Art** that satisfies the five-credit *Visual & Performing Arts High School Graduation Requirement*. The graduation requirement is intended as a capstone experience to the required K-8 sequence of Visual & Performing Arts instruction. Choice of specialization in one of the four arts disciplines is student driven. These non-arts majors' courses may be taken at any point during grades 9-12.

*(Fully articulated 9-12 sequences of courses in dance, music, theatre, and visual art shall be developed in subsequent phases of the NJ Model Curriculum Project for arts majors in pursuit of deeper investigation into arts content).*