

## Frequently Asked Questions Minnesota State Arts Standards

### 1. Minnesota's Arts Standards revisions include Strands, Standards, and Benchmarks. What is the difference between these organizational components?

A *strand* is the most general type of information and is used to break down each subject area into categories of knowledge. In the Revised Minnesota State Arts Standards the K-12<sup>th</sup> strands are: Artistic Foundations, Create/Make, Present/Perform, and Respond/Critique.

A *standard* is a statement of knowledge and skills in a content area. In the K-12 Minnesota State Arts Standards the Strands have the following standards:

Strand I-Artistic Foundations:

Standard 1-Demonstrate knowledge of the foundations of the art area.

Standard 2-Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

Standard 3-Demonstrate understanding of the personal, social, cultural historical contexts that influence the art area.

Strand II-Create/Make:

Standard 1-Create or Make in a variety of contexts in the art area using the artistic foundations.

Strand III-Perform/Present

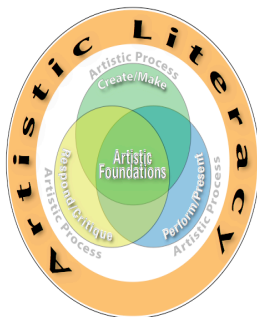
Standard 1-Perform or Present in a variety of contexts in the art area using the artistic foundations.

Strand IV-

Standard 1-respond to and Critique a variety of creations or performances Using the artistic foundations

A *benchmark* is specific academic knowledge and skills that schools must offer and students must achieve to satisfactorily complete a standard. Benchmarks are written to inform and guide parents, teachers, school districts and others and for use in developing tests. Each of the standards in the K-12 Minnesota State Arts Standards has two to four benchmarks that are specific for each arts area. The benchmarks were written to point direction towards curriculum and assessment.

### 2. How are the Strands, Standards, and Benchmarks organized?



The Standards Revision Committee (SRC) envisioned that the goal of the K-12 Arts standards to be “Artistic Literacy” for all Minnesota students. The diagram on the left shows a visual representation of the SRC’s thinking. The core or center of student understanding is Artistic Foundations. Artistic Foundation standards/benchmarks should be incorporated and assessed through student work in Create/Make, Perform/Present and Respond/Critique.

**3. There is a new benchmark pertaining to “Health and Safety.” What were the concerns of all the arts areas?**

The performing arts can relieve stress, delivering a gift that lifts the mind of its troubles. But artists who deliver that gift through their talents suffer from occupational hazards few of us stop to consider. Arts educators are the primary channels for changing how music is taught and played. In the effort to reduce performance injuries and encourage good auditory, physical and emotional health in their students, arts educators need to become substantially involved in injury prevention by teaching health-conscious practices to students. The inclusion of a benchmark related to “health and safety” is aimed at keeping our students safe.

The following health and safety concerns were discussed by the arts areas:

Music: hearing loss, voice care, performance injuries, performance anxiety

Visual and Media Arts: materials, chemicals, construction tools

Theater: production, voice care, construction tools, materials, chemicals

Dance:?

**4. The Minnesota State Legislature mandated that specific language regarding the inclusion of “...contributions of Minnesota American Indians and Communities” must be present in the Math, Science, Language Art and Arts Standards? What was the reason for this mandated inclusion?**

According to MN state statute 120B.021- REQUIRED ACADEMIC STANDARDS, the commissioner of Education must include the contributions of Minnesota American Indian tribes and communities as they relate to the academic standards during the review and revision of the required academic standards. This means that as the standards for each academic area comes up for review and revision, they must include the contributions of Minnesota American Indian tribes and communities in their revision. The goal of the Minnesota American Indian lobby was to better inform the general public about Minnesota American Indian tribes through the educational process and specifically by impacting the educational standards put in place for all students.

**5. Was there any other mandated language that needed to be considered in the revision process?**

The 2006 Education Omnibus Bill directed that the arts standards be revised for implementation in the 2010-11 school year. The revision will be presented to the legislature during the 2008 session for their review. Legislative action in 2006 required the department to include:

- Standards which address Technology and Information Literacy;
- College and work readiness skills; and,
- The contributions of American Indian tribes and communities must be considered and included where appropriate in the arts standards.

The Standards Revision committee also had to honor past legislative law regarding the Arts Standards, (3501.0620)

## **6. When will the revised arts standards be adopted so that school districts can begin imbedding them into arts curriculum and assessing if students have met them?**

The revised standards must go through a formal rule-making process conducted by the MN Department of Education and the Administrative Law-Judge's office. In the course of this process, the public will be asked to provide input on the proposed revisions to the standards. If enough public commentary is generated, a public hearing will be held. Once all of the input on the revisions are gathered and studied, the administrative law judge will issue a ruling on either the acceptance, rejection or revision of the proposed standards. When that is completed, we anticipate the new standards will be formally in rule sometime in 2009. The revised standards are due to take effect beginning with the 2010-2011 school year.

## **6B. Who wrote the Arts Standards? What was the process?**

In August of 2007, the commissioner appointed the arts education standards revision committee from the applicants who had submitted their names. The committee brought together artists, K-12 and postsecondary educators, parents, business representatives and others to refine and revise the Minnesota K-12 Academic Standards in the Arts. The committee met throughout the fall to revise, rewrite and review the current standards, standards from other states and other pertinent documents. In addition, the committee received public feedback via town hall meetings held throughout the state, online feedback, meetings with leaders from MMEA and AEM. In addition, the draft was reviewed by three national external reviewers as well as those representing the special education community, the MN American Indian community, technology specialists and others at the MDE. The final draft of the document was completed in late February.

More information about the committee and the process can be found at:

[http://education.state.mn.us/MDE/Academic\\_Excellence/Academic\\_Standards/Arts/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Arts/index.html)

## **7. Were the revised Minnesota State Standards reviewed by any others besides individuals representing Kindergarten through Higher Education art educators on the Standards Revision Committee.**

Yes, the Minnesota State Arts Standards were reviewed many times! The first draft of the arts standards was reviewed through public meetings in four sites around Minnesota. At this time there also was a feedback survey on the Minnesota Department of Education website. Approximately 190 individuals either through public meetings or the survey provided the SRC with feedback.

Following the second draft of the arts standards, leadership from arts professional organizations were asked for feedback. In addition, individuals representing the special education community, technology experts and others at the Minnesota Department of Education and The Perpich Center for Arts Education also reviewed and provided feedback.

The final review, following the third draft, went to a National Reviewers. These individuals were chosen because of their particular expertise and national recognition in the field of arts education. Dance, Media Art, Music, Theater, and Visual Art all had a national expert in each content area provide extensive consideration and feedback for the Minnesota Arts Standards. All in all the feedback was positive and affirming to the Minnesota Standards Review Committee.

**8. Will there be district professional development, teacher professional development or resource documents that will help me in translating and implementing the standards in my school district?**

The Perpich Center for Arts Education, Minnesota's State Agency for Arts Education will work closely with arts education professional organizations to provide professional development opportunities and resources that will provide support for all aspects of the revised standards for arts education in all arts areas. In addition, it is likely that professional arts organizations will also provide opportunities & resources for teachers in the arts centered around the changes to the standards as well as the new aspects of the standard. Watch the Perpich Center website as well as websites for various arts & professional organizations to identify these resources.

**9. There is language in some of the benchmarks that say, "such as" and "including" What is the difference and what if the "such as" examples are not in my curriculum?**

Many times the Standards Review Committee used these two terms in the benchmarks. The phrase "such as" denotes that the examples that are listed are meant to be *just* suggested examples. If your curriculum includes other similar topics by all means this takes precedent! An example of this would be in Media Arts (grade 4-5) Strand 1, Standard 1, Benchmark 3 that reads, "Identify structures used in media arts such as chronological and spatial."

The phrase "including" denotes that the examples that are listed are meant to be *"must have."* The arts teacher can go beyond if they choose. The evaluation of the benchmark *must have* assessment of the "including." An example of this would be in Music (grade K-3) Strand 1, Standard 3, Benchmark 1 that reads, "Identify the characteristics of a variety of cultures including the contributions of Minnesota American Indian tribes and communities."

**10. There is language in the benchmarks that I do not yet understand. What is the difference between "established" and "self-selected criteria?" Will a glossary be developed for each arts area? When?**

The benchmarks for all of the art areas under Strand IV: Artistic Process: Respond/Critique ask students to "Analyze and interpret a variety of art works using established criteria" in Grades 6-8 and to "Analyze, interpret and evaluate a variety of art works by applying self-selected criteria within the traditions of the art form" in Grades 9-12. When referring to "established criteria" the committee means criteria that already

exist. (For example, a pre-existent rubric, form or critical analysis chart.) When referring to “self-selected criteria”, the committee means that the student is to select criteria themselves and apply them to the artwork. This does not mean that the student is required to develop their own set of criteria, rather it suggests that they must learn to select the right rubric, form or analysis chart for their analysis. Please note that in benchmark two of that same strand, the benchmark asks students to justify their selection of criteria.

Yes. A glossary of terms will be developed.

## **11. The Laws Related to Arts Education**

The following is a very brief summary of the laws related to arts education. These are the rules that served to guide the work of the committee:

The 2003 MN legislature established four arts areas for elementary and middle (K-8) schools (dance, music, theater, and visual arts) and five arts areas for high schools (media arts, dance, music, theater, and visual arts).

In 2004-05, the law related to the integration of those subject areas was established. The current law (3501.0620) reads as follows:

*The student (in grades k-12) will understand and use artistic processes to create, perform, and interpret art works in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts. (3501.0620) (3501.0625, 3501.0630 and 3501.0635 are related to grades 4-5, 6-8 and 9-12 respectively).*

By law, every student in the state of Minnesota must complete a standard in the arts to graduate from high school.

The state currently allows districts to use the state developed standards or develop standards of their own.

Finally, the law requires that all of the arts be taught by a “highly-qualified” teacher.