

Mississippi College- and Career-Readiness Arts Learning Standards

for Dance, Media Arts, Music, Theatre, Visual Arts



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Pre-K-12 Arts: Dance, Media Arts, Music, Theatre, Visual Arts
World Languages
Office of Secondary Education
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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

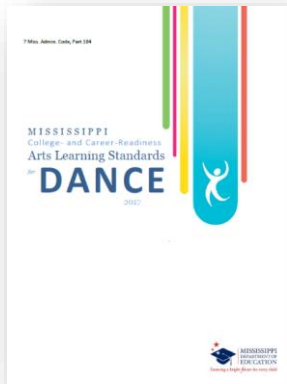
Mississippi College and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre and Visual Arts

Goal

- Provides teachers with an understanding of the essential aspects of the Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts.

Objectives

- Imagine the connections between the essential elements of the arts disciplines and their relationship to other content areas
- Investigate and Construct ways to use the Arts Learning Standards in lesson planning, instructional strategies and assessment methods that foster best practices in arts integration.



Mississippi College and Career-Readiness Arts Learning Standards

for Dance, Media Arts, Music, Theatre and Visual Arts

Purpose:

The *Mississippi CCR Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts*. The Standards describes what students should know and be able to do in dance, media arts, music, theatre, and visual arts.

These standards **provide guidance** in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards at the focus of the instruction.
- Identifying Creative Practices as the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the arts discipline.

Arts Integration

- Instruction that combines essential concepts of the arts (performing, creating, responding) with instruction in other subject disciplines.
- Students learn essential concepts of the art forms and other disciplines simultaneously.
- It is designed to promote transfer of learning between the arts and other subjects, between the arts and the capacities students need to become successful adults.

Artistic Literacy

- Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form.
- Fluency in the language(s) of the arts and the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts.
- It is embodied in specific Philosophical Foundations and Lifelong Goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.
- For authentic practice to occur in classrooms, teachers and students must participate fully and jointly in arts activities where they can exercise the creative practices of Imagine, Investigate, Construct, and Reflect as unique beings committed to giving meaning to their experiences.

Mississippi College- and Career-Readiness Arts Learning Standards

Philosophical Foundations and Lifelong Goals for Artistic Literacy

THE ARTS AS COMMUNICATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
THE ARTS AS CREATIVE PERSONAL REALIZATION	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
THE ARTS AS CULTURE, HISTORY, AND CONNECTORS	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
THE ARTS AS MEANS TO WELLBEING	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
THE ARTS AS COMMUNITY ENGAGEMENT	
PHILOSOPHICAL FOUNDATION	LIFELONG GOALS
The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.	Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

CREATIVE PRACTICES

IMAGINE

To form a mental image of concept

INVESTIGATE

To observe or study through exploration or examination

CONSTRUCT

To make or form by combining or arranging a series of elements

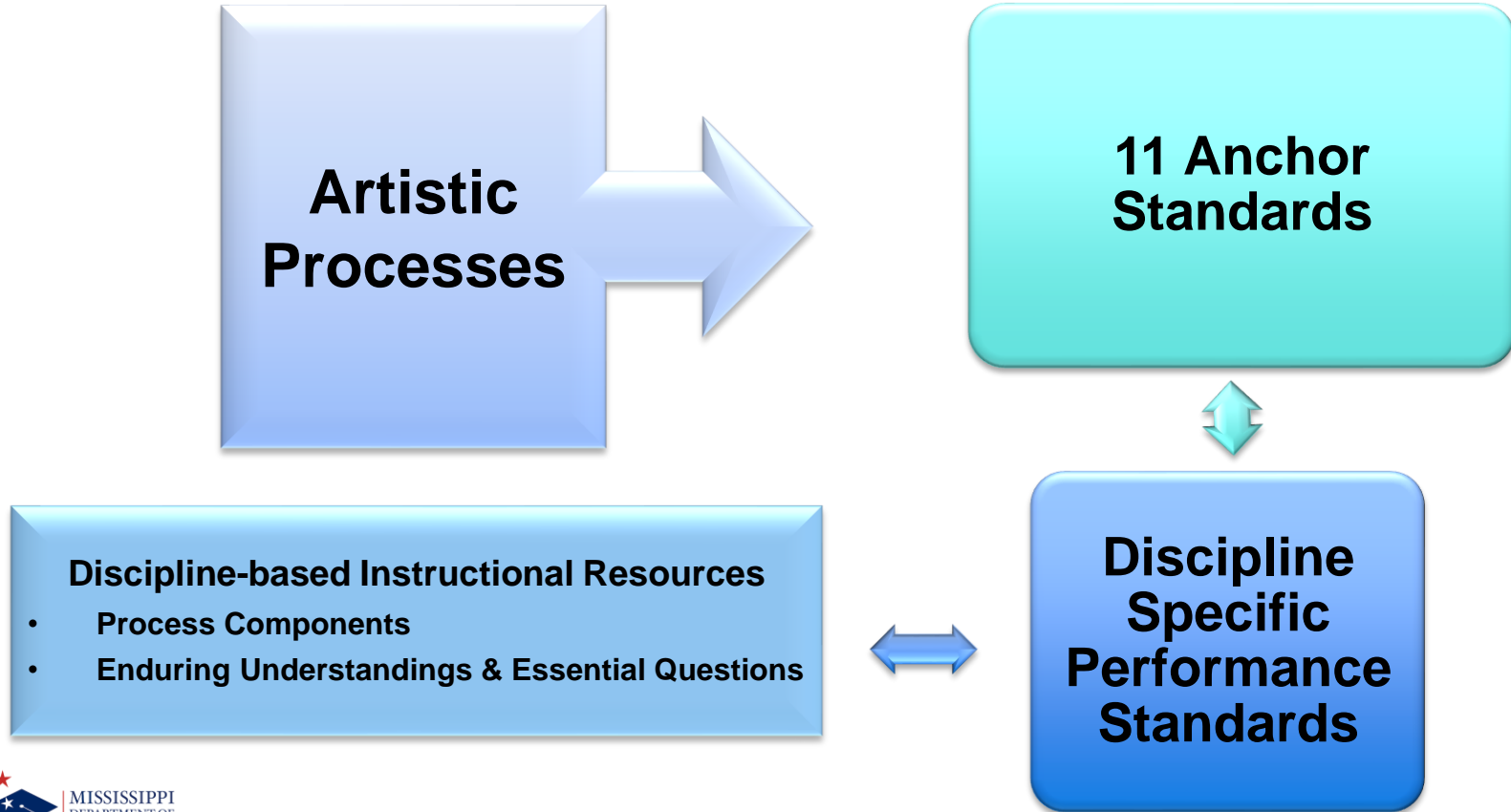
REFLECT

To think deeply or carefully about his or her work

Through arts experiences, the creative practices will help students understand what it means to be artistically literate, and how that literacy can enrich their education and their lives through the use of 21st century skills which they develop through the arts.

Mississippi College- and Career-Readiness Arts Learning Standards

Structure and Format



Mississippi College- and Career-Readiness Arts Learning Standards

Artistic Processes and Anchor Standards

Mississippi College- and Career-Readiness Arts Learning Standards			
ARTISTIC PROCESSES			
Cr— CREATING	Pr— PERFORMING/ PRESENTING/ PRODUCING	Re— RESPONDING	Cn— CONNECTING
DEFINITION	DEFINITION	DEFINITION	DEFINITION
Conceiving and developing new artistic ideas and work.	<p>PERFORMING (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.</p> <p>PRESENTING (visual arts): Interpreting and sharing artistic work.</p> <p>PRODUCING (media arts): Realizing and presenting artistic ideas and work.</p>	Understanding and evaluating how the arts convey meaning.	Relating artistic ideas and work with personal meaning and external context.
ANCHOR STANDARDS			
STUDENTS WILL	STUDENTS WILL	STUDENTS WILL	STUDENTS WILL
<ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. 	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

MISSISSIPPI
College- and Career-Readiness
Arts Learning Standards
for **VISUAL ARTS**
2017





Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.PK	Generate and conceptualize artistic ideas and work.	Anchor Standard	TE / PLAN / MAKE
		a. Engage in self-directed play with materials .		
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.	Artistic Process	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
		VA: Cr1.2.PK	Generate and conceptualize artistic ideas and work.	Anchor Standard
		a. Engage in self-directed, creative making.		
		ENDURING UNDERSTANDING Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.		ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations ?

Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten to 8th grade and at three proficiency levels in high school (proficient, accomplished and advanced).

- The Performance Standards translate the enduring understandings into specific, measurable learning goals.

Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATIVITY	VA: Cr1.1	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Engage in self-directed play with materials .	
		<p>ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p>
	VA: Cr1.2.PK	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Engage in self-directed, creative making.	
		<p>ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>

Enduring Understanding

Enduring understandings establish important understandings and ideas that accompany a sequence of standards.

Essential Questions

Essential questions provoke inquiry and provide a jumping off point or hook for instruction.

Process Components

Process components are verbs that describe the actions artist-learners must do to complete a task in a set of standards.

Mississippi College- and Career-Readiness Arts Learning Standards

Performance Standards, Enduring Understandings and Essential Questions



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.PK	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE	
		a. Engage in self-directed play with materials .			
	ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.		ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?		
	VA: Cr1.2.PK	Generate and conceptualize artistic ideas and work.		INVESTIGATE / PLAN / MAKE	
a. Engage in self-directed, creative making.					
ENDURING UNDERSTANDING Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.		ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations ?			

Enduring Understanding

Enduring understandings establish important understandings and ideas that accompany a sequence of standards.

Mississippi College- and Career-Readiness Arts Learning Standards

Performance Standards, Enduring Understandings and Essential Questions



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.PK	Generate and conceptualize artistic ideas and work. Process Components	INVESTIGATE / PLAN / MAKE
		a. Engage in self-directed play with materials .	
		ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.	ESSENTIAL QUESTION(S) What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration and the creative process?
	VA: Cr1.2.PK	Generate and conceptualize artistic ideas and work. Process Components	INVESTIGATE / PLAN / MAKE
a. Engage in self-directed, creative making.			
	ENDURING UNDERSTANDING Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.	ESSENTIAL QUESTION(S) How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations ?	

Process components are verbs that describe the actions artist-learners must do to complete a task in a set of standards.

Process Components are the subsets of actions that support and illuminate each artistic process relative to the arts, as expressed by individual arts disciplines.

- Process Component verbs describe the actions artist learners do to complete a task in each discipline specific grade-by-grade sequence of the Standards.

Artistic Processes	Process Components for Visual Arts
CREATING	INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE
PRESENTING	SELECT, ANALYZE, SHARE
RESPONDING	PERCEIVE, ANALYZE, INTERPRET
CONNECTING	SYNTHESIZE, RELATE

Mississippi College- and Career-Readiness Arts Learning Standards

Process Components for Each Arts Disciplines

Process Components are the subsets of actions that support and illuminate each artistic process relative to the arts, as expressed by individual arts disciplines. Process Component verbs describe the actions artist learners do to complete a task in each discipline specific grade-by-grade sequence of the Standards.

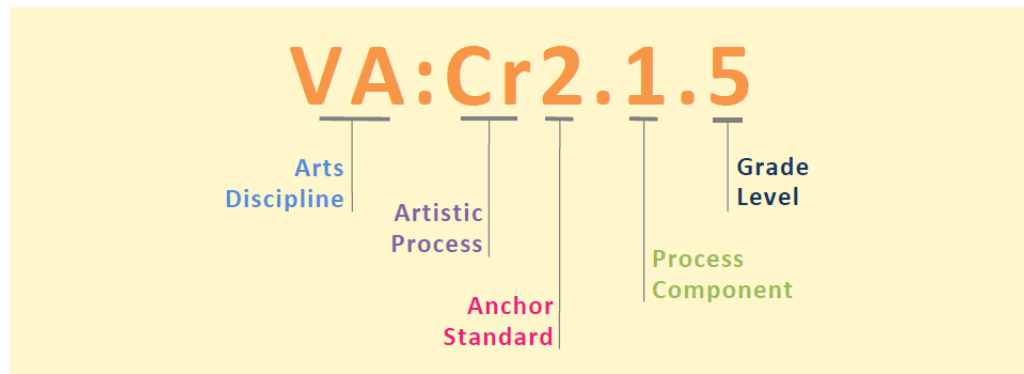
Artistic Processes	Process Components for Dance
CREATING	EXPLORE, PLAN, REVISE
PERFORMING	EXPRESS, EMBODY, PRESENT
RESPONDING	ANALYZE, INTERPRET, CRITIQUE
CONNECTING	SYNTHESIZE, RELATE

Artistic Processes	Process Components for Media Arts
CREATING	CONCEIVE, DEVELOP, CONSTRUCT
PRODUCING	INTEGRATE, PRACTICE, PRESENT
RESPONDING	PERCEIVE, INTERPRET, EVALUATE
CONNECTING	SYNTHESIZE, RELATE

Artistic Processes	Process Components for Music
CREATING	IMAGINE, PLAN, MAKE, EVALUATE, REFINE, PRESENT
PERFORMING	SELECT, ANALYZE, INTERPRET, REHEARSE, EVALUATE, REFINE, PRESENT
RESPONDING	SELECT, ANALYZE, INTERPRET, EVALUATE
CONNECTING	CONNECT

Artistic Processes	Process Components for Theatre
CREATING	ENVISION, CONCEPTUALIZE, DEVELOP, REHEARSE
PERFORMING	SELECT, PREPARE, SHARE, PRESENT
RESPONDING	REFLECT, INTERPRET, EVALUATE
CONNECTING	EMPATHIZE, INTERRELATE, RESEARCH

Artistic Processes	Process Components for Visual Arts
CREATING	INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE
PRESENTING	SELECT, ANALYZE, SHARE
RESPONDING	PERCEIVE, ANALYZE, INTERPRET
CONNECTING	SYNTHESIZE, RELATE



Arts Discipline The first two letters are codes for the arts discipline notation: **VA** = for Visual Arts

Artistic Process The next two letters after the colon are the artistic process:

Cr = Creating **Pr** = Presenting **Re** = Responding **Cn** = Connecting

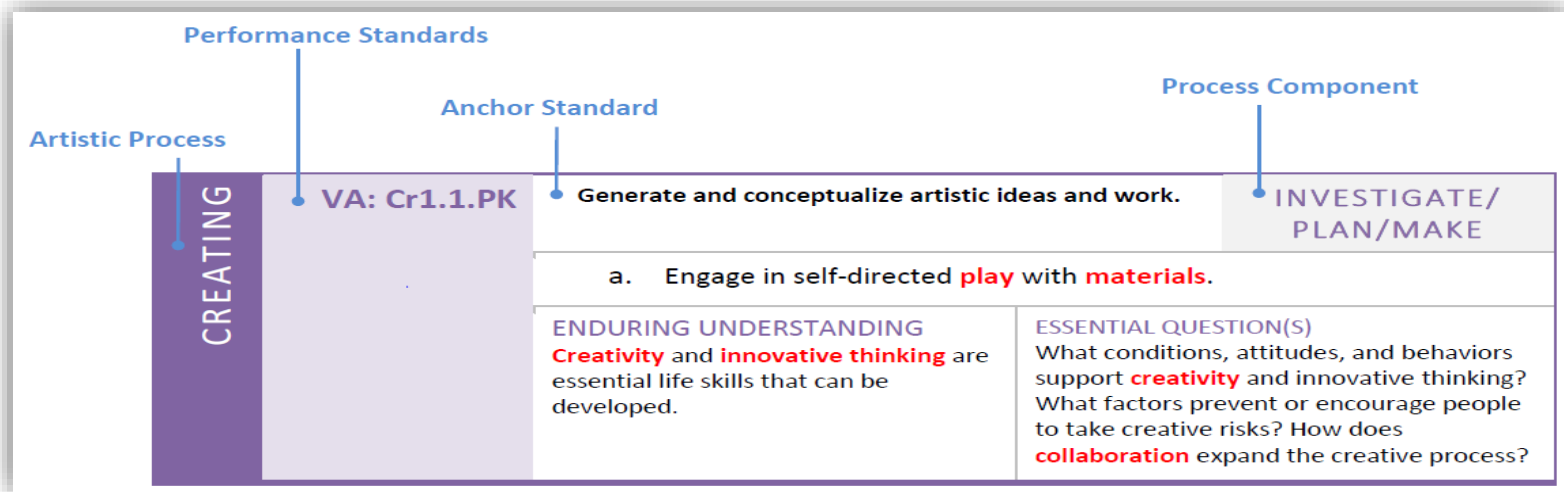
Anchor Standard The next number is the anchor standard, numbers 1 to 11.

Process Component The next number after the period is the process component which may have more than one standard indicated with an a or b. Process components are actions artists carry out as they engage in each artistic process.

Grade Level The next number is the grade level. (Pre-Kindergarten (PK) and Kindergarten (K); grades 1-8; I, II, III, high school proficient, accomplished, advanced)

Mississippi College- and Career-Readiness Arts Learning Standards

Visual Arts Standards Example



Words defined in the Glossary:

Collaboration - Joint effort of working together to formulate and solve creative problems.

Creativity - Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things.

Innovative Thinking - Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems.

Materials - Substances out of which art is made or composed, ranging from the traditional to “non-art” material and virtual, cybernetic, and simulated materials.

Play - Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.

Mississippi College- and Career-Readiness Arts Learning Standards

Visual Arts Standards Example



Pre-Kindergarten through 8th Grade [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.PK	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Engage in self-directed play with materials .	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	Creativity and innovative thinking are essential life skills that can be developed.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?	
CREATING	VA: Cr1.2.PK	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Engage in self-directed, creative making.	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.	How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations ?	



High School [VISUAL ARTS] Words in red are defined in the Glossary.

CREATING	VA: Cr1.1.I HS PROFICIENT	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Use multiple approaches to begin creative endeavors.	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	Creativity and innovative thinking are essential life skills that can be developed.	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?	
CREATING	VA: Cr1.2.I HS PROFICIENT	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTION(S)	
	Artists and designers shape artistic investigations , following or breaking with traditions in pursuit of creative art-making goals.	How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations ?	



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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