**Getting to Know the *KAS for Visual and Performing Arts*: Note Catcher**

# **Session A - Understanding the Architecture and Components** *(slide 1)*

### **Background and Kentucky Vision for Students** *(Slide 6)*

What do you notice and wonder about the Background or Kentucky’s Vision for Students?

|  |  |  |
| --- | --- | --- |
| **Front Matter Section** | **Notice?** | **Wonder?** |
| **Background** |  |  |
| **Kentucky’s Vision for Students** |  |  |

|  |
| --- |
| How does the information help us understand the rationale for the revision of the *KAS for Visual and Performing Arts*? |

### **Writers’ Vision Statement** *(Slides 7-9)*

|  |
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| As you read the Writers’ Vision Statement (pg. 5 of the *KAS for Visual and Performing Arts*), write down or highlight some of the foundational beliefs of the writers. |
| **Reflection:** How could the identified foundational beliefs impact the student and teacher experiences in K-12 visual and performing arts education? |

### **Standards Use and Development** *(Slides 11-12)*

As you review the Standards Use and Development information on pg. 7 of the *KAS for Visual and Performing Arts*, record what standards are and are NOT.

|  |  |
| --- | --- |
| **Standards are:** | **Standards are NOT:** |
|  |  |

### **Understanding the Architecture** *(Slide 13)*

|  |
| --- |
| Define Artistic Literacy: |

### **Organization of the Standards** *(Slides 15-16)*

|  |
| --- |
| List the four Artistic Processes: |
| Define Anchor Standards: |

### **Organization of the Standards: Reflection** *(Slide 17)*

Reflect on your learning so far by responding to the following questions:

|  |
| --- |
| What I KNEW… what did I previously know about the organization of the standards? |
| What I KNOW now… What do I know now about the organization of the standards? |
| What I want to KNOW… What do I need to know about the organization of the standards? |

### **Grade Level Overview** *(Slide 19)*

As you review the Grade Level Overview on pg. 11 of the *KAS for Visual and Performing Arts*, add words and/or phrases to the table that highlight the focus of each grade level:

|  |  |  |
| --- | --- | --- |
| **Elementary (K-5)** | **Middle (6 - 8)** | **High (Proficiency Levels)** |
|  |  |  |

### **Grade Level Overview: High School Proficiency Levels** *(Slide 20)*

As you review the Descriptors for High School Proficiency levels for Performance Standards

chart on page 12 of the *KAS for Visual and Performing Arts*, complete “students might…” statements under the appropriate proficiency level in the table below.

|  |  |  |
| --- | --- | --- |
| **Proficient** | **Accomplished** | **Advanced** |
| - Students might… | - Students might… | - Students might… |

### 

### **Reflection: Grade Level Overview** *(Slide 21)*

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| 1. How do each of the grade levels scaffold on one another (or progress in complexity)? |
| 2. How does understanding the progression of each grade level inform your implementation of the standards at your grade level(s)? |

### **How to Read the Standards** *(Slides 23-28)*

Complete the following prompts:

|  |
| --- |
| What are the five arts disciplines for visual and performing arts? |
| What are the artistic processes? |
| Define process components: |
| *Review your definition of Anchor Standard on page 2 of this Note Catcher document.* |
| What does the enduring understanding summarize? |
| What do essential questions empower students to do? |
| How do key vocabulary terms strengthen a student's understanding of a standard? |
| What is the purpose of a clarification statement? |
| How are proficiency levels indicated in the high school standards language? |
| What information does standards coding include? |
| What does the standards language indicate? |

### 

### **Exploration of the Standards Layout** *(Slide 29)*

Using your discipline within the *KAS for Visual and Performing Arts*, choose one page of a standards layout to print. Annotate the following information:

* Add an asterisks (\*) beside the Identification Information
* Add a plus sign (+) beside the Foundational Information
* Highlight the Standards Language
* Underline Clarification Statement (if applicable)

### **Exploration of Standards Coding** *(Slide 35)*

Using the examples provided, assign each component of the standards coding to its appropriate place in the table.

**1. TH:Cn10.1.3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TH:** | **Cn** | **10.** | **1.** | **3** |
| Arts Discipline  - | Artistic Process  - | Anchor Standard  - | Process Component  - | Grade Level  - |

**2. DA:Pr5.1.8.b**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **DA:** | **Pr** | **5.** | **1.** | **8.** | **b** |
| Arts Discipline  - | Artistic Process  - | Anchor Standard  - | Process Component  - | Grade Level  - | Multi-part:  - |

**3. MU:E.Pr6.1.Acc.b**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **MU:** | **E.** | **Pr** | **6.** | **1.** | **Acc.** | **b** |
| Arts Discipline  - | HS Music Strand:  - | Artistic Process  - | Anchor Standard  - | Process Component  - | Proficiency Level  - | Multi-part:  - |

### **Session A: Essential Question** *(Slide 38)*

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| --- |
| How might the components of the architecture support teachers while creating new opportunities for engaging other stakeholders (students, parents, administrators, district leaders)? |

# **Session B Spotlight - Artistic Processes** *(slide 38)*

### **Organization of the Standards** *(Slide 45)*

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| --- |
| What are the 4 artistic processes? |

### **Creating** *(Slides 46-47)*

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| --- |
| Define the artistic process of Creating. |
| **Reflection:** Using one discipline of your choice (dance, media arts, music, theatre or visual arts), reflect on a Creating lesson, unit or assignment taught in your classroom, by asking the following questions:   1. How does the lesson, unit or assignment align with one of the revised Creating standards for your discipline to conceive and develop new artistic ideas and work? 2. What possible revisions could be made for the lesson, unit or assignment to better align with one of the revised Creating standards for your discipline to conceive and develop new artistic ideas and work? |

### **Performing/Producing/Presenting***(Slides 48-49)*

|  |
| --- |
| Define the artistic process of Performing/Producing/Presenting. |
| When thinking about the artistic process of Performing/Producing/Presenting, which process do students engage in for the arts discipline you teach? |
| **Reflection:** Using one discipline of your choice (dance, media arts, music, theatre or visual arts), reflect on a Performing/Producing/Presenting lesson, unit or assignment taught in your classroom, by asking the following questions:   1. How does the lesson, unit or assignment align with one of the revised Performing/Producing/Presenting standards for your discipline to realize artistic ideas and work through interpretation and presentation? 2. What possible revisions could be made for the lesson, unit or assignment to better align with one of the revised Performing/Producing/Presenting standards for your discipline to realize artistic ideas and work through interpretation and presentation? |

### **Responding***(Slides 50-51)*

|  |
| --- |
| Define the artistic process of Responding. |
| **Reflection:** Using one discipline of your choice (dance, media arts, music, theatre or visual arts), reflect on a Responding lesson, unit or assignment taught in your classroom, by asking the following questions:   1. How does the lesson, unit or assignment align with one of the revised Responding standards for your discipline to understand and evaluate how the arts convey meaning? 2. What revisions could be made for the lesson, unit or assignment to better align with one of the revised Responding standards for your discipline to understand and evaluate how the arts convey meaning? |

### **Connecting** *(Slides 52-53)*

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| --- |
| Define the artistic process of Connecting. |
| **Reflection:** Using one discipline of your choice (dance, media arts, music, theatre or visual arts), reflect on a Connecting lesson, unit or assignment taught in your classroom, by asking the following questions:   1. How does the lesson, unit or assignment align with one of the revised Connecting standards for your discipline to relate artistic ideas and work with personal meaning and external context? 2. What revisions could be made for the lesson, unit or assignment to better align with one of the revised Connecting standards for your discipline to relate artistic ideas and work with personal meaning and external context? |

### 

### **Explore: Cyclical Nature** *(Slide 56)*

1. Explore one of the discipline-specific learning experiences linked below.

\*When you click the hyperlink of the chosen arts discipline, you will be asked to “force copy” the resource in order to complete the activity.

1. Assign the appropriate artistic processes to each section of the learning experience.

[Dance](https://docs.google.com/document/d/1GtZDxPkCnYwOT7Eg8O1mm0N7mcYIKt71JCDtn-XsK-E/copy)

[Media Arts](https://docs.google.com/document/d/1tFwWfMpCKb0Gu0U4lYI9gOBcHNna-sHsY2AGGRyIbzU/copy)

[Music](https://docs.google.com/document/d/1jMIhdHw2ycgaW1-F8qEr0MD42GWLIJRTE4zAkXBnpy8/copy)

[Theatre](https://docs.google.com/document/d/17KHQm__ryxxkzYpMRcD5TzP40nOTHPctDzwFpJsiQt0/copy)

[Visual Arts](https://docs.google.com/document/d/1ae2jUg722puVC4j8KJ3p1fyXRZJ3CVYOXLMgRDECZrc/copy)

### **Reflect: Cyclical Nature** *(Slide 57)*

|  |
| --- |
| **Reflection:** Using one discipline of your choice (dance, media arts, music, theatre or visual arts), reflect on a cyclical lesson, unit or assignment taught in your classroom:   1. After outlining the artistic process cycle of "creating, performing, responding and connecting”, explain why this process cycle is most appropriate. 2. What possible revisions could be made to the lesson, unit or assignment to approach the artistic process cycle of “creating, performing, responding and connecting” in a different or more innovative way? |

### **Reflection: Session B - Artistic Processes** *(Slide 60)*

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| --- |
| What are the Artistic Processes and why are they important? |

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# **Session C Spotlight - Anchor Standards** *(slide 62)*

### **Anchor Standards** *(Slide 66)*

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| What is the purpose of the Anchor Standards? |
| Refresher: What is Artistic Literacy |

### **Anchor Standards and Artistic Processes** *(Slide 67)*

Assign the 11 Anchor Standards to their Artistic Process

|  |  |
| --- | --- |
| **Artistic Process** | **Anchor Standards** |
| **Connecting** |  |
| **Performing/Producing/Presenting** |  |
| **Creating** |  |
| **Responding** |  |

### **Anchor Standards and Artistic Processes** *(Slides 68-71)*

Access page 11 of the *KAS for Visual and Performing Arts* and take note of any text or phrases that identify the general knowledge and/or skill found in the following Anchor Standards.

|  |  |
| --- | --- |
| **Creating: Anchor Standards** | **Text/Phrases** |
| Anchor Standard 1 |  |
| Anchor Standard 2 |  |
| Anchor Standard 3 |  |

|  |  |
| --- | --- |
| **Performing/Producing/Presenting: Anchor Standards** | **Text/Phrases** |
| Anchor Standard 4 |  |
| Anchor Standard 5 |  |
| Anchor Standard 6 |  |

|  |  |
| --- | --- |
| **Responding: Anchor Standards** | **Text/Phrases** |
| Anchor Standard 7 |  |
| Anchor Standard 8 |  |
| Anchor Standard 9 |  |

|  |  |
| --- | --- |
| **Connecting: Anchor Standards** | **Text/Phrases** |
| Anchor Standard 10 |  |
| Anchor Standard 11 |  |

### **Anchor Standards Alignment: Performance Standards** *(Slide 72)*

|  |
| --- |
| Define Performance Standards: |

### **Anchor Standards Alignment: Explore Performance Standards** *(Slide 76)*

|  |
| --- |
| 1. Choose one arts discipline of your choice.   (Dance, Media Arts, Music, Theatre or Visual Arts)   1. Choose one Artistic Process within your chosen arts discipline.   (Creating, Performing/Producing/Presenting, Responding or Connecting)   1. Choose one Anchor Standard from your chosen Artistic Process. 2. Focus on one grade band (K-2, 3-5, 6-8 or high school proficiency) to answer the following question:   How does the progression of the performance standards deepen a student’s understanding of the anchor standard? |

### **Anchor Standards Alignment: Process Components** *(Slides 78)*

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| --- |
| Define Process Components. |

### **Anchor Standards Alignment: Process Components Cont.** *(Slides 79-82)*

**Reflect:** What “notices and wonderings” do you have about the process components for the Artistic Processes and their Anchor Standards across all five arts disciplines?

|  |  |  |
| --- | --- | --- |
| **Process Component** | **Notices** | **Wonderings** |
| **Creating** |  |  |
| **Performing/Producing/ Presenting** |  |  |
| **Responding** |  |  |
| **Connecting** |  |  |

### **Reflection: Session C - Anchor Standards** *(Slide 85)*

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| --- |
| How do the Anchor Standards unify all five arts disciplines (dance, media arts, music, theatre and visual arts) and enhance artistic literacy for all students? |

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### **Reflection: KAS for VPA** *(Slide 87)*

Now that you have finished all three sessions of the module, please complete the reflection:

|  |
| --- |
| What three concepts am I taking away from the *KAS for VPA*?  - |
| What about the *KAS for VPA* squares with my beliefs?  - |
| What questions are still circling my mind about the *KAS for VPA*?  - |

**Certificate of Completion** *(Slide 88)*

Please use the link below to obtain your certificate of completion:

[**Kentucky Department of Education Professional Learning Modules**](https://forms.gle/6RKRAur1ZNbk8nu89)

*Educators can use the PLBB to find learning sessions, and it is the local school district who determines if they are acceptable for credit based on their district policies. See 704 KAR 3:035 for more details.*