



Kentucky Department of  
**E D U C A T I O N**

## **Module: Getting to Know** **The Kentucky Academic Standards (KAS) for Visual and Performing Arts**

This module is designed to build knowledge and capacity around the standards and to capitalize on the opportunity to improve teaching and learning aligned to the [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#) which were approved by the Kentucky Board of Education on June 6, 2024 and officially incorporated into law on October 15, 2024.

### **Goals of Module**

- Build a shared knowledge of the architecture and components of the *KAS for Visual and Performing Arts*.
- Strengthen the understanding of the artistic processes and anchor standards while recognizing how they work together to support highly effective teaching and learning in visual and performing arts.
- Experience how the changes in the *KAS for Visual and Performing Arts* can and will be reflected in student experiences within Kentucky classrooms.
- Identify and prioritize areas where future professional learning will be needed for successful implementation of the *KAS for Visual and Performing Arts* and develop a plan to address those areas.

### **Design of Module**

- Module facilitators may include, but are not limited to, district leaders, school administrators, instructional specialists/coaches, department chairs, and/or teacher leaders. With that in mind, facilitator notes are available within the notes section of the PowerPoint and include content information and instructional support for facilitators who may or may not have an extensive background in visual and performing arts.
- Pre-service teaching faculty may wish to utilize this module as an introduction to the *KAS for Visual and Performing Arts* or to have deeper discussion regarding the rigor and expectations of these standards.
- This module is divided into three sessions that are designed to be administered in 45–60-minute blocks. The timeline and work sessions can be adjusted to best fit the needs of schools and districts.
- The design of the module requires that participants engage with all three sessions to gain an understanding of the complexity and rigor of the *KAS for Visual and Performing Arts*.

### **Session A: Understanding the Architecture and Components**

- Essential Question: How might the components of the architecture support teachers while creating new opportunities for engaging other stakeholders (students, parents, administrators, district leaders)?
- Key Features: This session provides an overview of the architecture and components of the *KAS for Visual and performing Arts* with the opportunity to:
  - explore the front matter, including the Writers' Vision.
  - investigate the architecture and organization, standards layout, grade level overviews and high school proficiency levels.
  - review the standards creation process for Kentucky (Appendix A).

### **Session B: Spotlight - Artistic Processes**

- Essential Question: What are the artistic processes and why are they important?
- Key Features: This session provides an in-depth look at the artistic processes with the opportunity to:
  - determine how their intentional application can support student learning.
  - examine how their cyclical nature can enhance the student experience.

### **Session C: Spotlight - Anchor Standards**

- Essential Question: 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?
- Key Features: This session provides an in-depth look at the anchor standards with the opportunity to:
  - develop a basic understanding of their purpose as a unifying factor across all five arts disciplines.
  - consider how they can increase artistic literacy for students.
  - examine the process components and their specificity to each arts discipline.