

## Fine Arts Learning

### Introduction

In light of the ways students have been, and continue to be, impacted by the global pandemic, remote learning in Spring 2020, and racial and social injustices that are being brought to light during this time, the following document lists suggested prioritization for the “The Arts” section of the Illinois Early Learning and Development Standards and the Illinois Fine Arts Learning Standards for the 2020-2021 academic year and beyond.

### Process

The committee used the following questions in determining the prioritization of the standards within each art form:

1. Which Illinois Learning Standards represent the **most foundational knowledge, skills, and competencies** for *all* students?
2. Which Illinois Learning Standards are the most critical for **continued learning success** at subsequent grade levels?
3. Which Illinois Learning Standards are best suited for **interdisciplinary and/or project-based learning**?
4. Which Illinois Learning Standards depict the **knowledge, skills, and dispositions** we want all students to possess to successfully complete a given grade level or stage of their education?
5. What Illinois Learning Standards best support our students’ **social-emotional learning** at this time?

The final guiding question was added by this committee. We see the social-emotional learning of students as being the responsibility of all educators and believe that the arts provide a crucial catalyst for all components of student social-emotional growth. We find that in this time of trauma, on a national scale that has not been experienced for decades, our current students **need** the arts as a means of self-expression and a way to process any emotions they are experiencing at this time. Further, though it looks different now during a pandemic than it did before, we believe students **need** the opportunity to use the arts to communicate who they are, what they believe, and the experiences they are having to their peers and teachers. Beyond self-expression, we find that the arts provide students a means for social connection. This is desperately needed by our students in a world that is physically distanced for their own safety. As an emphasis is rightly put on our students' social-emotional learning in the 2020-2021 academic year, it is our hope that the virtual role the arts play in this will not be forgotten. Our students **need** the arts in their lives to not only survive the ways in which many of their lives have been upended, but to thrive.

### Acknowledgement of the Importance of All the Arts Standards

Additionally, all of the Illinois Fine Arts Learning Standards and “The Arts” section of the Illinois Early Learning and Development Standards provide objectives for important and meaningful

arts learning and development for students. Removing any one standard in the long term weakens a student's learning experiences and ability to engage in the arts. However, we also realize that meeting all of the standards may not be possible. Teachers should strive to teach as many standards as possible while maintaining the integrity of each standard and accounting for their students' current academic and social-emotional needs.

### **Differences in Teaching Situations**

This prioritization is suggested with the knowledge that each teaching situation is unique and the resources available to each teacher and student can vary greatly. Teachers should take this as guidance only and use their professional judgement and district or site guidance as they plan learning and instruction.

### **Grade Level Divisions**

For the purposes of these recommendations, we are considering elementary school to comprise Kindergarten through 5th Grade, middle school to comprise 6th Grade through 8th Grade, and high school to comprise 9th Grade through 12th Grade.

### **Commonalities Between the Artistic Disciplines**

The four artistic processes of Creating, Performing/Presenting, Responding, and Connecting are common between the artistic disciplines. Additionally, the anchor standards underneath these processes are common between the artistic disciplines. They are as follows:

#### **Creating**

Anchor 1: Generate and conceptualize artistic ideas and work.

Anchor 2: Organize and develop artistic ideas and work.

Anchor 3: Revise, refine, and complete artistic work.

#### **Performing / Presenting**

Anchor 4: Select, analyze, and interpret artistic work for presentation.

Anchor 5: Develop and refine artistic techniques and work for presentation

Anchor 6: Convey meaning through the presentation of artistic work.

#### **Responding**

Anchor 7: Perceive and analyze artistic work.

Anchor 8: Construct meaningful interpretations of artistic work.

Anchor 9: Apply criteria to evaluate artistic work.

#### **Connecting**

Anchor 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## **A Note About Supplies Specific to Arts Education**

The committee would like to highlight that the ability to meet many of these standards in meaningful ways is dependent upon students having access to learning materials that they have regularly had access to in the classroom. As educators, we are relieved to see that issues of access to the internet and devices have largely been addressed. However, we are concerned that access to learning materials for the arts will be impacted in the 2020-2021 academic year and beyond significantly hindering student learning.

We see access to learning materials potentially being impacted by remote learning outside of the school building, as well as social distancing in school learning situations and the restrictions on sharing supplies between students. Below is a list of examples of instructional materials we have concerns about in the coming year. Please note that this list is **NOT** exhaustive.

**Elementary Visual Art:** Priority in group setting: In order to facilitate learning outcomes and meet students' SEL needs, set new safety procedures along with cleaning guidelines for shared supplies including art materials, tools, and classroom items such as sinks, chairs, or desks. It may be advisable for students to wear masks/gloves and equipment should be cleaned routinely. Priority supplies for hybrid/remote learning: #2 Pencils, crayons, markers, colored pencils, drawing paper, construction paper, scissors, glue, watercolors, paint brushes, and 3D medium. Highly recommended: Providing art kits (supply check-out), software, means to photograph for digital submission of artwork, and/or art supplies pick-up/drop off days for remote learning or hybrid models.

**Elementary General Music:** Small percussion instruments that are typically shared between students in many classes throughout the day, rhythm and melody manipulatives used for composition are typically shared between students in many classes throughout the day

**Middle School Art:** Priority in a group setting: Shared supplies such as pencils, markers, paint brushes, printmaking supplies, clay tools, supply drawers and sink handles may need to be touched only when wearing protective gloves. Wearing masks when accessing shared supplies that are wet or moist such as paints, inks, various glues and pastes, polymer and natural clays may reduce the potential spread of the virus. Highly recommended: Providing art kits or art supplies that remain at home for remote learning or hybrid models.

**Middle School Instrumental Music:** Priority: reeds, valve oil, slide oil, sheet music, instruments, rosins, bows. Highly recommended: method books, internet access and a device (for remote lessons and making/sending recordings), a musical assessment program (ex. Smart Music, Essential Elements Interactive), headphones.

**Middle School Vocal Music:** Priority: sheet music. Highly recommended: internet access and a device (for remote lessons and making/sending recordings), headphones.

**High School Art:** Priority to group settings: provide art materials and supplies in order to facilitate learning outcomes and new safety procedures and cleaning guidelines for art classrooms. For example, shared supplies such as pencils, markers, painting supplies, printmaking supplies, clay tools, photography equipment, and digital lab equipment should be routinely cleaned. It may be advisable to wear masks or goggles in certain situations. Highly recommended: Providing art kits, cameras, software, or art supplies pick-up/drop off days for remote learning or hybrid models.

**High School Instrumental Music:** Priority: reeds, valve oil, slide oil, sheet music, instruments, rosins, bows. Highly recommended: method books, internet access and a device (for remote lessons and making/sending recordings), a musical assessment program (ex. Smart Music, Priority Elements Interactive), headphones

**High School Vocal Music:** Priority: sheet music. Highly recommended: internet access and a device (for remote lessons and making/sending recordings), headphones.

## Early Childhood Arts Education

### Introduction

Please look at the benchmarks and example performance descriptors in “The Arts” section of the Illinois Early Learning and Development Standards for additional information on what meeting these standards may look like in practice.

### Early Childhood Arts Education Highest Priorities

Highest Priorities	Guiding Question Alignment	Additional Information
<p><b>Learning Standard 25.A</b> Investigate, begin to appreciate, and participate in the arts.</p>	<p>1. Which Illinois Learning Standards represent the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students?</p> <p>2. Which Illinois Learning Standards are the most critical for <b>continued learning success</b> at subsequent grade levels?</p> <p>5. What Illinois Learning Standards best support our students’ <b>social/emotional learning</b> at this time?</p>	<p>This standard develops a foundational understanding of and an active participation in music, and has great potential for social-emotional learning.</p>
<p><b>Learning Standard 25.B</b></p>	<p>1. Which Illinois Learning Standards represent the <b>most</b></p>	<p>This standard develops foundational musical skills and</p>

Display an awareness of some distinct characteristics of the arts.	<p><b>foundational knowledge, skills, and competencies</b> for <i>all</i> students?</p> <p>2. Which Illinois Learning Standards are the most critical for <b>continued learning success</b> at subsequent grade levels?</p> <p>5. What Illinois Learning Standards best support our students' <b>social/emotional learning</b> at this time?</p>	has great potential for social-emotional learning.
<p><b>Learning Standard 26.B</b> Understand ways to express meaning through the arts.</p>	<p>1. Which Illinois Learning Standards represent the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students?</p> <p>5. What Illinois Learning Standards best support our students' <b>social/emotional learning</b> at this time?</p>	This standard develops an essential relationship with music as a means of expression and has great potential for social-emotional learning.

### Early Childhood Arts Education Secondary Priorities

Secondary Priorities	Guiding Question Alignment	Additional Information
<p><b>Learning Standard 26.A</b> Understand processes, traditional tools, and modern technologies used in the arts.</p>	3. Which Illinois Learning Standards are best suited for <b>interdisciplinary and/or project-based learning</b> ?	While not as foundational when compared to other standards, this standard has direct interdisciplinary connections.
<p><b>Learning Standard 27.A</b> Analyze how the arts function in history, society, and everyday life.</p>	3. Which Illinois Learning Standards are best suited for <b>interdisciplinary and/or project-based learning</b> ?	<p>While not as foundational when compared to other standards, this standard has direct interdisciplinary connections.</p> <p>This standard has some potential for social-emotional learning.</p>
<p><b>Learning Standard 27.B</b></p>	3. Which Illinois Learning Standards are best suited	While not as foundational when compared to other standards, this standard has

Understand how the arts shape and reflect history, society, and everyday life.	for <b>interdisciplinary and/or project-based learning</b> ?	direct interdisciplinary connections.  This standard has some potential for social-emotional learning.
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## Visual Arts

Illinois Visual Art Educators have utilized the Illinois Learning Standards to provide a rich curriculum for students in our state. With these recommendations, we are not eliminating any standard that art educators can utilize, but, rather focusing on what is most foundational in these unprecedented times.

Our decisions were guided by our goals of increasing student engagement and growth, no matter the learning context. We also acknowledged that the social-emotional aspects of the student/teacher relationship is more relevant and of highest priority for student motivation during the disruption caused by COVID-19.

### **Highest Priority Visual Arts Standards K-12 (Anchor Standards 1, 2, 7, 9, 10) and rationale.**

We selected key anchor standards to:

- Support meaningful student engagement and student growth in the Visual Arts
- Meet the social-emotional needs of students
- Successfully instruct in a variety of settings (on-line, hybrid, or in-person) and with available art supplies

<b>Elementary</b>	<b>Middle</b>	<b>High School</b>
Creating <ul style="list-style-type: none"> <li>• Anchor 1</li> <li>• Anchor 2</li> </ul>	Creating <ul style="list-style-type: none"> <li>• Anchor 1</li> <li>• Anchor 2</li> </ul>	Creating <ul style="list-style-type: none"> <li>• Anchor 1</li> <li>• Anchor 2</li> </ul>
Presenting <ul style="list-style-type: none"> <li>• Anchor 4*</li> </ul>	Presenting <ul style="list-style-type: none"> <li>• Anchor 6*</li> </ul>	Presenting <ul style="list-style-type: none"> <li>• Anchor 6*</li> </ul>
Responding <ul style="list-style-type: none"> <li>• Anchor 7</li> <li>• Anchor 9</li> </ul>	Responding <ul style="list-style-type: none"> <li>• Anchor 7</li> <li>• Anchor 9</li> </ul>	Responding <ul style="list-style-type: none"> <li>• Anchor 7</li> <li>• Anchor 9</li> </ul>
Connecting <ul style="list-style-type: none"> <li>• Anchor 10</li> </ul>	Connecting <ul style="list-style-type: none"> <li>• Anchor 10</li> <li>• Anchor 11*</li> </ul>	Connecting <ul style="list-style-type: none"> <li>• Anchor 10</li> <li>• Anchor 11*</li> </ul>

*\* The selection of different Presenting and Connecting Anchor Standards reflect developmental concerns and remote learning contexts.*

Highest Priorities	Guiding Question Alignment, Rationale, and Additional Information
<p><b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p>	<p>Represents the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students.</p> <p>The most critical for <b>continued learning success</b> at subsequent grade levels.</p> <p>Best suited for <b>interdisciplinary and/or project-based learning</b>.</p> <p>Depicts the <b>knowledge, skills, and dispositions</b> we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students’ <b>social/emotional learning</b> at this time.</p>
<p><b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.</p>	<p>Represents the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students.</p> <p>The most critical for <b>continued learning success</b> at subsequent grade levels.</p> <p>Best suited for <b>interdisciplinary and/or project-based learning</b>.</p> <p>Depicts the <b>knowledge, skills, and dispositions</b> we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students’ <b>social/emotional learning</b> at this time.</p>
<p><b>*Anchor Standard 4: (Elementary)</b> Select, analyze, and interpret artistic work for presentation.</p>	<p>Represents the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students.</p> <p>The most critical for <b>continued learning success</b> at subsequent grade levels.</p> <p>Best suited for <b>interdisciplinary and/or project-based learning</b>.</p> <p>Depicts the <b>knowledge, skills, and dispositions</b> we want all students to possess to successfully complete a given grade level or stage of their education.</p>

	<p>Best support for our students’ <b>social/emotional learning</b> at this time.</p> <p>Best suited to meet the needs of the elementary developmental stage, cross-curricular support, building knowledge/recall, basic understanding of artistic value, and artistic abilities.</p>
<p><b>*Anchor Standard 6: (Middle &amp; High School)</b> Convey meaning through the presentation of artistic work.</p>	<p>Represents the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students.</p> <p>The most critical for <b>continued learning success</b> at subsequent grade levels.</p> <p>Best suited for <b>interdisciplinary and/or project-based learning</b>.</p> <p>Depicts the <b>knowledge, skills, and dispositions</b> we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students’ <b>social/emotional learning</b> at this time.</p> <p>Best suited to meet the needs of middle and high school developmental stages through expanded vocabulary, questioning, understanding, cultural relevance, discussion/listening, and artistic abilities</p>
<p><b>Anchor Standard 7:</b> Perceive and analyze artistic work.</p>	<p>Represents the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students.</p> <p>The most critical for <b>continued learning success</b> at subsequent grade levels.</p> <p>Best suited for <b>interdisciplinary and/or project-based learning</b>.</p> <p>Depicts the <b>knowledge, skills, and dispositions</b> we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students’ <b>social/emotional learning</b> at this time.</p>

<p><b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.</p>	<p>Represents the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students.</p> <p>The most critical for <b>continued learning success</b> at subsequent grade levels.</p> <p>Best suited for <b>interdisciplinary and/or project-based learning</b>.</p> <p>Depicts the <b>knowledge, skills, and dispositions</b> we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' <b>social/emotional learning</b> at this time.</p>
<p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p>	<p>Represents the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students.</p> <p>The most critical for <b>continued learning success</b> at subsequent grade levels.</p> <p>Best suited for <b>interdisciplinary and/or project-based learning</b>.</p> <p>Depicts the <b>knowledge, skills, and dispositions</b> we want all students to possess to successfully complete a given grade level or stage of their education.</p> <p>Best support for our students' <b>social/emotional learning</b> at this time.</p>
<p><b>*Anchor Standard 11:</b> <b>(Middle &amp; High School)</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<p>Represents the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students.</p> <p>The most critical for <b>continued learning success</b> at subsequent grade levels.</p> <p>Best suited for <b>interdisciplinary and/or project-based learning</b>.</p> <p>Depicts the <b>knowledge, skills, and dispositions</b> we want all students to possess to successfully complete a given grade level or stage of their education.</p>

Best support for our students' **social/emotional learning** at this time.

Best suited to meet the needs of middle and high school developmental stages through expanded vocabulary, questioning, understanding, cultural relevance, discussion/listening, and artistic abilities

**These Visual Arts Standards that may be more difficult during remote learning and rationale :**

**Anchor Standard 3:** Revise, refine, and complete artistic work. *Rationale: Though teachers will continue to stress revising, refining and completion of all artwork, teachers are not able to intervene at critical moments while students are working remotely. Feedback is often used as a springboard for growth in the next assignment. However, as students work remotely, it is more challenging to provide real time feedback or model how artists revise in most remote settings.*

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation. *Rationale: Timely and critical feedback could prove difficult in a remote learning environment. In person instruction is more effective for refining techniques. Most art shows and gallery presentations have moved into a digital format and rely on teacher facilitation rather than student decision-making.*

**Anchor Standard 8:** Construct meaningful interpretations of artistic work. *Rationale: Less opportunity or an inability to facilitate a group setting for an open and constructive dialogue about specific artists and works of art. Students and teachers will need to find new ways to manage discussions in an on-line setting that is safe, constructive, and sophisticated.*

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## **Elementary General Music**

### **Introduction**

This prioritization is suggested with the knowledge that each teaching situation is unique and the resources available to each teacher and student can vary greatly. From technology to individual music kits - no two teaching and learning situations will be the same. Teachers should take this as guidance only and use their professional judgement and district guidance as they plan instruction.

Standards are currently prioritized so that the highest tier includes elements of Creating, Performing, Responding, and Connecting. The second tier of prioritization also includes elements of Creating, Performing, Responding, and Connecting. The lowest tier of prioritization includes elements of Creating, Performing, and Responding. Even if teachers focus solely on the first tier of prioritization they will provide learning experiences for students in all four areas.

Please look at the Music Standards portion of the Illinois Arts Learning Standards for more detailed descriptions of what meeting these standards may look like in practice at each grade level.

### Elementary General Music Education Highest Priorities

Highest Priorities	Guiding Question Alignment	Additional Information
<p><b>Creating</b>  <b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p>	<p>1. Which Illinois Learning Standards represent the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students?</p> <p>2. Which Illinois Learning Standards are the most critical for <b>continued learning success</b> at subsequent grade levels?</p> <p>5. What Illinois Learning Standards best support our students' <b>social/emotional learning</b> at this time?</p>	<p>This standard develops a foundational musical skill and has the potential for social-emotional learning.</p>
<p><b>Performing</b>  <b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation.</p>	<p>1. Which Illinois Learning Standards represent the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students?</p> <p>2. Which Illinois Learning Standards are the most critical for <b>continued learning success</b> at subsequent grade levels?</p> <p>5. What Illinois Learning Standards best support our students' <b>social/emotional learning</b> at this time?</p>	<p>This standard develops foundational musical knowledge and has great potential for social-emotional learning.</p>
<p><b>Responding</b>  <b>Anchor Standard 9:</b> Apply criteria to evaluate artistic work.</p>	<p>1. Which Illinois Learning Standards represent the <b>most foundational knowledge, skills, and competencies</b> for <i>all</i> students?</p> <p>5. What Illinois Learning Standards best support our</p>	<p>This standard develops a foundational musical skill and has great potential for social-emotional learning.</p>

	students' <b>social/emotional learning</b> at this time?	
<b>Connecting</b> <b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	1. Which Illinois Learning Standards represent the <b>most Foundational knowledge, skills, and competencies</b> for <i>all</i> students?  3. Which Illinois Learning Standards are best suited for <b>interdisciplinary and/or project-based learning</b> ?  5. What Illinois Learning Standards best support our students' <b>social/emotional learning</b> at this time?	This standard develops foundational musical knowledge, has potential for social-emotional learning, and helps students gain a global understanding and perspective needed by today's learners.

### Elementary General Music Education Secondary Priorities

Secondary Priorities	Guiding Question Alignment	Additional Information
<b>Creating</b> <b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.		This standard is not as foundational as Anchor Standard 1.
<b>Performing</b> <b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work.	5. What Illinois Learning Standards best support our students' <b>social/emotional learning</b> at this time?	For the foreseeable future "audience" will not be what audiences have been in the past. This can be reframed to include performing on a recording, over a video conference, or for family at home.  This standard has potential for social-emotional learning.
<b>Responding</b> <b>Anchor Standard 7:</b> Perceive and analyze artistic work.		The ability to do this well will likely be impacted by socially distant learning environments and/or remote learning.
<b>Connecting</b> <b>Anchor Standard 10:</b>	5. What Illinois Learning Standards best support our	This is likely to be less accessible to students than

Synthesize and relate knowledge and personal experiences to make art.	students' <b>social/emotional learning</b> at this time?	Anchor Standard 11 and therefore is a lower priority.  This standard has potential for social-emotional learning.
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### Elementary General Music Education Lowest Priorities

Lowest Priorities for 2020-2021	Guiding Question Alignment	Additional Information
<b>Creating</b> <b>Anchor Standard 3:</b> Revise, refine, and complete artistic work.		The ability to do this well is significantly impacted by socially distant learning environments and/or remote learning.
<b>Performing</b> <b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation.		The ability to do this well is significantly impacted by socially distant learning environments and/or remote learning.
<b>Responding</b> <b>Anchor Standard 8:</b> Construct meaningful interpretations of artistic work.	5. What Illinois Learning Standards best support our students' <b>social/emotional learning</b> at this time?	The ability to do this well is significantly impacted by socially distant learning environments and/or remote learning, particularly when reflecting on the performance of another and not that of the student.  This standard has potential for social-emotional learning.

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### Middle School and High School Instrumental Music

For instrumental music students, anchor standards 5, 6, 8, 10 are the most important. (5) Develop and refine artistic techniques for presentation, (6) Convey meaning through the presentation of artistic work, (8) Construct meaningful interpretations of artistic work, (10) Synthesize and relate knowledge and personal experiences to make art.

Rationale: At a baseline level, it is important that students first learn HOW to produce sound and read notation to direct that sound. Those skills are covered under the *performance* category (Anchor Standards 4, 5, 6). Students must first know how to produce the art form before they can begin to make other connections with their art, and it is the most

fundamental skill that is needed for continuation into high school. Standards 8 and 10 are important emotionally for students, and provide the means for musicians to experience an emotional outlet through their art.

There are also different types of music classes at the 6th-12th grade levels. Some classes are ensemble based (Band, jazz band, pep band, choir, show choir, acapella choir, orchestra, marching band, rock band, etc.), and some are not ensemble based. Ensemble based classes typically are required to put on concerts, and the bare minimum, these classes *must* naturally cover the performance domain and focus on the fundamentals of music notation reading and tone production both individually and within an ensemble. The performance domain is the absolute basic requirement for successfully putting on a presentation to an audience. All ensembles should dig deeper than simply performing, and ensemble directors are encouraged to dig deeper into the art form to unlock emotion, feeding the social/emotional needs of the students. Therefore, Standards 8 and 10 are also vital to classroom ensembles.

Music ensemble participation is a spiraling and scaffolded process, and students are typically in the classes for multiple years. It is encouraged that, in subsequent years in the ensembles, students once again participate in learning activities from the other standards.

### **Middle School and High School Vocal Music**

For vocal music students, anchor standards 5, 6, 8, 10 are the most important. (5) Develop and refine artistic techniques for presentation, (6) Convey meaning through the presentation of artistic work, (8) Construct meaningful interpretations of artistic work, (10) Synthesize and relate knowledge and personal experiences to make art.

Rationale: At the Middle School level the techniques of music production are covered with the standards in the *performance* category (4, 5, 6). Students must learn the basic techniques of how to produce the art form before they can begin to make other connections with their art, and 10 are important emotionally for students, and provide the means for musicians to experience an emotional outlet through their art.

There are also different types of music classes at the 6th-12th grade levels. Some classes are ensemble based (Band, jazz band, pep band, choir, show choir, acapella choir, jazz choir, madrigals, orchestra, marching band, rock band, etc.), and some are not ensemble based. Ensemble based classes typically are required to put on concerts, and the bare minimum, these classes *must* naturally cover the performance domain and focus on the fundamentals of music notation reading and tone production both individually and within an ensemble. The performance domain is the absolute basic requirement for successfully putting on a presentation to an audience. All ensembles should dig deeper than simply performing, and ensemble directors are encouraged to dig deeper into the art form to unlock emotion, feeding the social/emotional needs of the students. Therefore, Standards 8 and 10 are also vital to classroom ensembles.

Music ensemble participation is a spiraling and scaffolded process, and students are typically in the classes for multiple years. It is encouraged that, in subsequent years in the ensembles, students once again participate in learning activities from the other standards.

## **Middle School and High School Non-Performance Courses**

There are many music classes in middle school and high school that *aren't* ensemble based. For instance, music theory, music history, music appreciation, general music, history of jazz, history of rock, and careers in music. These courses require different core standards than the traditional ensemble classes.

### **Music Theory**

In a music theory class, the primary focus is on the structure and design of musical compositions.

The most fundamental standard are anchor standards 1, 2 (composing), and at higher levels, 3. At a secondary level, we should include anchor Standard 11.

### **Appreciation and General Music Style Courses**

These courses are heavy in the “responding” domain, therefore the “Priority Standards” are:

Primarily: Anchor Standards 7 and 8

Secondary: Anchor Standards 9 and 11

## **Theater**

### **Guiding Questions:**

1. Which Illinois Learning Standards represent the **most foundational knowledge, skills, and competencies** for *all* students?

#### **Creating:**

Anchor 1: Generate and conceptualize artistic ideas and work.

Anchor 2: Organize and develop artistic ideas and work.

2. Which Illinois Learning Standards are the most critical for **continued learning success** at subsequent grade levels?

#### **Performing:**

Anchor 6: Convey meaning through the presentation of artistic work.

#### **Responding:**

Anchor 7: Perceive and analyze artistic work.

Anchor 9: Apply criteria to evaluate artistic work.

3. Which Illinois Learning Standards are best suited for **interdisciplinary and/or project-based learning**?

**Connecting:**

Anchor 10: Synthesize and relate knowledge and personal experiences to make art.

4. Which Illinois Learning Standards depict the **knowledge, skills, and dispositions** we want all students to possess to successfully complete a given grade level or stage of their education?

**Creating:**

Anchor 1: Generate and conceptualize artistic ideas and work.

Anchor 2: Organize and develop artistic ideas and work.

**Performing:**

Anchor 6: Convey meaning through the presentation of artistic work.

5. What Illinois Learning Standards best support our students' **social/emotional learning** at this time?

**Connecting:**

Anchor 10: Synthesize and relate knowledge and personal experiences to make art.

Remote Learning or Social Distance Learning Suggestions (All Grades)

**Theater**

**Creating:**

Anchor 1: Generate and conceptualize artistic ideas and work.

Anchor 2: Organize and develop artistic ideas and work

**Performing:**

Anchor 6: Convey meaning through the presentation of artistic work.

**Responding:**

Anchor 7: Perceive and analyze artistic work.

Anchor 9: Apply criteria to evaluate artistic work.

**Connecting:**

Anchor 10: Synthesize and relate knowledge and personal experiences to make art.

In theater, before students can perform a piece, they must first go through the process of learning and examining the skills of theater. Therefore, the skills of Creating and Connecting should be emphasized before Performing. During remote learning or social distance learning, creativity is an important skill for both foundation knowledge and social/emotional learning.

For the Standard of Creating, Anchor 1: Generate and conceptualize artistic ideas and work, and Anchor 2: Organize and develop artistic ideas and work, should have more emphasis. These skills are the building blocks of performance. Students must have time to be creative. This allows students to gain the basics of theater while using imagination and creativity drawn

from their own lives to create art. This goes hand in hand with the standard, Connecting, Anchor 10: Synthesize and relate knowledge and personal experiences to make art. Due to COVID and other issues, these may be troubling times for students, and creating in theater is one outlet for a student to come to terms with his/her feelings.

While Performing and sharing one's art is an ultimate goal of Theater, during remote learning or social distance learning, Anchor 6: Convey meaning through the presentation of artistic work, may prove difficult. Due to lack of ability to collaborate in large groups, it will be difficult to perform major pieces, thus small works should be considered.

During remote learning or social distance learning, the standard, Responding, Anchor 7: Perceive and analyze artistic work, and Anchor 9: Apply criteria to evaluate artistic work should take an active role. There are many great pieces that students can observe to gain insight to the art of theater, including their own classmates. By observing these works, and analyzing the works, students can begin to formulate how to create their own work of art.

## **Media Arts**

### **Preface**

It is critical that districts which include Media Arts as regularly-offered curriculum in course catalogs survey **all** enrolled pupils as soon as practical regarding off-campus access to hardware, software & supplies necessary for replicating the classroom/lab experiences in the off-campus (home) setting.

Pupils/districts who are unable to provide this off-campus replication must heavily prioritize on-campus attendance days and supportive scheduling to fulfill lab assignments.

### **CREATING**

#### **AS1 (Concepts for Ideas & Works)**

##### **CONCEIVE**

###### **PK-5**

Tools, Methods, Results.  
Brainstorm, Goal-set.  
Traditional Execution.  
Instructor & Peer Critiques.

###### **6-8**

Review previous Tools, Methods, Results.  
Brainstorm, Goal-set.  
Experimental Execution.  
Instructor & Peer Critiques.

###### **9-12**

Review previous Tools, Methods, Results.  
Problem-solving & Aesthetics.

Brainstorm, Goal-set.  
Traditional Execution.  
Instructor & Peer Critiques.

### **AS2 (Organize & Develop Ideas & Works)**

#### **DEVELOP**

##### **PK-5**

Best Ideas to Plans, Models.  
Goal-set & Audience-target.  
Traditional & Experimental Incorporation.

##### **6-8**

Pre-production Targeting Multi-level Intent.  
Impact of Toolset on Intent.

##### **9-12**

Public & Personal Aesthetics.

### **AS3 (Revise, Refine & Complete)**

#### **CONSTRUCT**

##### **PK-5**

Expression & Meaning.  
Pattern & Repetition.  
Goal-setting.  
Demo. Elements.  
Alter & Clarify Elements as needed.

##### **6-8**

Identify Various Principles.  
Tie Principles to Target Audiences.

##### **9-12**

Define Various Principles.  
Tie Principles to Target Audiences.

#### **PRODUCING**

### **AS4 (Select, Analyze & Interpret)**

#### **INTEGRATE**

##### **PK-5**

Experiment w/Multimedia Combos.  
Tie Multimedia Combos to Target Audiences.

##### **6-8**

(Increase PK-5 Complexity.)

##### **9-12**

Target Audiences through Multimedia Combos.

### **AS5 (Develop & Refine)**

#### **PRACTICE**

##### **PK-5**

Skillsets & Tools.  
Explore Roles.  
Experimentation.

##### **6-8**

Demo. Solo & Collaborative Skills.  
Standard & Experimental Tools.

##### **9-12**

Mastery of Skills, Tool Combos.  
Address Inquiry & Solution.

### **AS6 (Convey Meaning)**

#### **PRESENT**

##### **PK-5**

Presentation Formats, Roles & Reactions.  
Critique Presentations.

##### **6-8**

Critique Formats.

##### **9-12**

Curate, Improve, Promote Formats.

### **RESPONDING**

### **AS7 (Perceive, Analyze Components' Impact on Audience Experiences)**

#### **PERCEIVE**

##### **PK-5**

Guided discussions of components, messages & experiences.  
Style's impact & differentiation on messaging.

##### **6-8**

Style's effect on experience, personal preferences & meaning.

##### **9-12**

Analyze components, meaning, persuasion, multimodal models, feedback & persuasion.

### **AS8 (Meaningful Interpretations)**

#### **INTERPRET**

**PK-5**

How context affects purpose, reaction & interpretation.  
Compare personal vs. group interpretations of works.

**6-8**

Use criteria to interpret & evaluate works.

**9-12**

Interpret works through personal, cultural, societal & historic context or bias.

### **AS9 (Criteria-based Evaluation)**

#### **EVALUATE**

**PK-5**

(Same as previous 6-8.)

**6-8**

Apply relevant criteria for constructive feedback.

**9-12**

Evaluate through context, goals & stages.  
apply defensible critiques.

#### **CONNECT**

### **AS10 (Synthesize & Relate Personal Knowledge, Experiences)**

#### **SYNTHESIZE**

**PK-5**

Use experience & external resources to distill meaning & purpose.

**6-8**

Use internal & external resources and exemplary works to explore cultural experiences.

**9-12**

Gain new connections through the internet, local & global networks.

### **AS11 (Relate Ideas & Works with Societal, Cultural, Historical Context to Deepen Understanding)**

#### **RELATE**

**PK-5**

Works reflecting everyday values, family, friends & community.

**6-8**

Works distributed through social media & virtual worlds.

**9-12**

Works reflecting social trends, power, equality & social identity.  
Works representing copyright, ethics, fair use & media literacy.