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WORKS CONSULTED.....

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INTRODUCTION

The New Hampshire *K-12 Curriculum Framework for the Arts* is the culmination of more than three years work by a volunteer task force. This framework represents unprecedented consensus about expectations for student learning in the arts in this state. Educators from all levels, business people, artists, students, arts educators, government officials, community representatives, and parents contributed to the development of these standards. Research findings, *National Standards for Arts Education*, models from other states, as well as an analysis of current instructional practices, informed the work.

This is the sixth curriculum framework developed by the New Hampshire Department of Education. This framework outlines a vision for student achievement and offers specific benchmarks at several grade levels. Like the earlier frameworks, this document will significantly influence teaching and learning for New Hampshire children.

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What is the role of the arts in education?

It is important for New Hampshire children to study the arts. First, the arts have intrinsic value. Producing art, whether it is creating a piece of visual art or performing through dance, theatre, or music, allows children to develop their creativity in ways that cannot be matched by core school subjects. Moreover, each arts discipline has its own distinct symbol system to aid in understanding the world. Each has its own vocabulary and distinct repertoire of skills. By accessing these modes of perception, students may respond to the everyday world in a more perceptive fashion.

Second, studying the arts enhances the study of other subjects. For example, patterning is an important concept in both art and science. It occurs in the arts as a sequence of musical notes, color, or texture. A reoccurring movement pattern characterizes dance. Dramatic works use pattern to establish conflict and its resolution. In nature, patterns occur in the formation of trees and leaves, markings on animals, and geologic formations. A further example of how arts enhance learning is drawn from the study of history, where knowledge is broadened by examining art, music, dance, and theatre from the same period.

Additionally, studying the arts develops important ways of knowing and understanding the world. This is reflected in standardized test scores and recent educational findings that suggest that in schools where strong arts programs exist, overall academic achievement is improved. For example, Martin Gardiner, research director and faculty member at the Music School in Providence, Rhode Island, has carried out research involving an innovative program at two city elementary schools that provides strong evidence that art and music instruction can greatly improve performance in reading and math (Castelluci, 1996).

Additional research also indicates that SAT scores in reading and math increased when students had quality arts experiences in school (Dobbs, 1996).

“All evidence points to a relationship between the arts and other academic disciplines that is clear and compelling, indicating to both fields that one cannot really flourish without the influence of the other” (*Transforming Ideas for Teaching and Learning the Arts, 1997*).

The research of Frances Rauscher, research psychologist and musician, is a case in point. For the first time, she has shown that a causal link exists between spatial-temporal reasoning and musical intelligence (Mahlman, 1996). Pre-school students who experienced an additional thirty minutes of music per week performed 80% better on visual/spatial puzzle tests than those students who did not have the additional music (Mahlman, 1996).

Through study of the arts, students learn higher order thinking skills: critical thinking, analyzing, and decision making. A practical illustration of how students become better readers and problem solvers can be seen in Connecticut’s Higher Order Thinking Skills Schools. Here the arts are infused in teaching methods that are part of the daily program, and an increase in student achievement has been demonstrated (Connecticut Commission on the Arts, 1997).

How do quality arts programs contribute to school environment?

In addition to positive effects on student achievement, quality programming in the arts can have positive effects on school climate and culture. For example, research shows improvement in both teacher and student attendance where arts are integrated into the school curriculum. Improvement in teacher attendance has also been reported as a result of participation in the Higher Order Thinking Skills school initiative. Moreover, according to the *Transforming Ideas for Teaching and Learning the Arts 1997* report, parent involvement has improved in schools where the arts curriculum contributed to providing schools with a more engaging environment.

How do the arts develop workplace and lifelong skills?

Policy makers now recognize that the benefits of arts education extend far beyond the school walls. Arts education is influential in developing appropriate lifelong and workplace skills. As early as 1993, Secretary of Education, Richard Riley stated, “The Arts . . . enhance our economic competitiveness by developing creative problem-solving skills, imagination, self-discipline, and attention to detail” (Riley, 1993). In partnership with *BusinessWeek*, the J. Paul Getty Education Institute for the Arts published an insert aimed at business leaders in the October 1996 edition of the magazine. This insert recognized the impact of arts programming within the workplace. “Arts education helps the nation produce citizens and workers who are comfortable using many different symbol systems (verbal, mathematical, visual, auditory). Arts education develops the very capacities that business leaders, educators, and parents want the schools to provide our children: creative problem solving, analytical thinking, collaborative skills and judgment” (“Educating for the Workplace through the Arts,” *BusinessWeek*, October 1996).

Policy makers are also recognizing the toll that the modern, stressful lifestyle takes on individuals. The ability to be resilient in the face of adversity has been identified as a key coping mechanism. Researchers have noted that the skills needed for the development of a student’s resiliency may be

developed through study of the arts. Resiliency skills serve as coping mechanisms, enabling individuals to effectively respond to stress and trauma in their lives. In addition, decreases in incidence of students involved with substance abuse have been noted, specifically with prevention programs and projects that address the resiliency of students (Shaw, 1997). The study shows that when students are involved with a long-term art program and have regular contact with adults who are invested in their progress, they will develop resiliency and creativity skills as well as self-confidence (Shaw, 1997).

Recognizing that the arts make a contribution to developing workplace and lifelong skills, a conscious decision was made to include a career standard within each discipline of the framework. The career standard guides the art educator in providing knowledge of career opportunities in the arts to their students. Developing an awareness of the variety of careers in the arts may include discussion of how designers create what is around us everyday, whether it be our cars, toothpaste tubes, or clothes. Other areas of focus are the fields of architecture, museum and classroom education, industrial design, web design, illustration, apparel design, film, composing, and performance in dance, music, or theatre. Arts careers can vary widely from marketing and management, to the technology of lighting and video, or product and set design.

The intent of providing a focus on careers in the curriculum standards is not to imply that all students will become artists and performers; rather, it is to provide students with an understanding of and awareness about the many career options available to them. For example, if a student excels in computer technology and has an interest in theatre, perhaps he or she may pursue both through a career in technical theatre.

Integration and the Arts

In order to maximize the benefits of the arts in education, it is vital that the arts are integrated into the total school curriculum. This framework encourages connections among the arts and other subjects as local districts develop school curriculum, instruction, and assessment.

There are many ways to define integration and there are a variety of valid instructional practices that lead to meaningful integration. The framework does not endorse one particular method, but encourages educators to make substantive, standards-based connections among the arts and other subjects. Mutually reinforcing connections are identified when students make concept-based connections rather than subject-specific ones. For example, symmetrical design is a major theme of ancient Egyptian art. Students may apply their knowledge of symmetry to the study of equations in mathematics, the principles of balance in physics, or the creation of a palindrome in music or dance.

Integrating among subjects requires students to use critical thinking skills. Stephen Mark Dobbs, national arts education consultant to the College Board, states that the arts “promote the broad and deep thinking necessary for integrated studies...The arts by virtue of their capacity to embody and share the rich diversity of human experience across time, space and cultures, are prime sources of meaningful themes and curricular centers” for integrated approaches to learning.

A subsequent addendum to the *K-12 Curriculum Framework for the Arts* will address methods of integration with sample lessons, curricula, student work, and assessment strategies.

What is the purpose of this K-12 Curriculum Framework for the Arts?

The standards that follow do not comprise a curriculum with designated course offerings, teaching methods, or materials. Instead, they provide a vision for the future, outlining high but reachable expectations for student learning at the end-of-grades 4, 8, and 12. The framework provides a balanced, comprehensive, and sequential guide for instruction in the four arts disciplines: Dance, Theatre, Music, and Visual Arts. Each discipline represents a unique combination of ideas, skills, and knowledge that are taught for their intrinsic value.

It is the responsibility of teachers, administrators, and school board members to design educational programs appropriate for their communities. Decisions about curriculum, specific grade-level and course offerings, and instructional methods, activities, and materials remain at the local level. Arts educators must identify and implement methods that enable students to acquire the requisite knowledge and skills. To implement the arts framework, local curriculum planning committees might ask, “Where are we now?” and “Where would we like to be?” District goals and objectives can then be crafted from the framework. Aligning local curriculum with framework standards will require the support of community, students, educators, and the administration.

Arts educators are utilizing computers and other technologies as creative and expressive tools with which to study and create experiences in the arts. This framework encourages schools to provide opportunities for students to master the creative possibilities of technology. The framework embraces the study of traditional art forms while recognizing the need to explore a variety of technologies and their implications for arts education. Currently, schools are using computer-based assessment portfolios, MIDI computer networks, virtual reality for student exhibitions, and creating technical magic on stage with computer-run light and sound boards. Therefore, technology is included as a broad goal in this framework.

How is this framework organized?

The four arts disciplines serve as primary organizers. Each organizing strand of Dance, Music, Theatre, and Visual Arts includes three major components: **a purpose statement, curriculum standards, and proficiency standards.**

- **Purpose Statements**

The introductory statements for Dance, Music, Theatre, and Visual Arts explain why it is important for students to understand and appreciate each discipline. Within the purpose statements, each arts discipline is described in both theoretical and practical contexts. Each purpose statement illustrates how the arts are part of daily life both in and outside of the classroom. A working knowledge of each discipline will enable students to make connections within and among the arts disciplines and other subjects.

- **Curriculum Standards**

Curriculum standards outline the scope of the content recommended for Grades K-12. They are statements of what students should know and be able to do in the arts by the time they have completed secondary school in New Hampshire.

- **Proficiency Standards**

Proficiency standards specify the levels of achievement that students are expected to attain at the completion of grades 4, 8, and 12. All students should experience the four arts disciplines in grades K-8. They should have the opportunity to acquire the knowledge and skills identified in the K-8 proficiency standards. Typically, students in grades 9-12 elect to focus on one arts discipline. Therefore, they should be given the opportunity to master proficiency standards from that discipline. Students with a particular interest or talent may choose a higher level of achievement in an arts discipline by pursuing the additional proficiency standards.

Proficiency standards for Dance, Music, Theatre and Visual Arts address the three basic processes common to the arts; *creating* original works of art, *performing* new or existing works of art, and *responding* to the artworks and performances of self or others. These artistic processes provide unifying threads that help art educators organize sequential, standards-based instruction and assessment. Using them requires students to understand and apply skills outlined in this framework.

Broad Goals

This framework was guided by the broad goals in the *National Standards for Arts Education*. They were tailored to meet the needs of New Hampshire students.

- Students will create, perform, and respond with understanding to all of the arts including Dance, Music, Theatre, and Visual Arts.
- Students will be able to communicate proficiently in at least one art form: Dance, Music, Theatre, or Visual Arts.
- Students will be able to analyze and evaluate works of art from structural, historical, and cultural perspectives. This includes the ability to understand and evaluate works of art in various arts disciplines.
- Students will recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines.
- Students will relate various types of arts knowledge and skills within and across the arts and other disciplines.
- Students will use technology as ways to create, perform or respond in various arts disciplines.
- Students will become familiar with career opportunities in the arts or with the impact of the arts on everyday life.

Additionally, the framework is a foundation for local development of assessment instruments. The *K-12 Curriculum Framework for the Arts* provides expectations for student learning which may serve as a basis for assessment design. The National Assessment of Educational Progress (NAEP) and State Consortium for Assessment and Student Standards/Arts (SCASS) models may also be used as a reference for designing performance assessments, keeping in mind that curriculum, instruction, and assessment work together to promote strong educational programs.

This framework is designed to help all students achieve to the best of their ability. Where necessary, modifications and supports need to be provided for students with disabilities, often in collaboration with other professional staff. By offering varied opportunities for personal expression, a wide range of options for successful participation of all students can be insured.

New Hampshire Curriculum Framework for the Arts

Dance K – 12

PURPOSE:

The expression of ideas and emotions is an innate human activity. Ranging from a continuum of simple gestures to complex movements, dance utilizes the human body as its form of expression. Just as a writer manipulates letters, words, sentences, and paragraphs to organize ideas, the dancer works with time, space, shape, movement and energy to achieve the same goal; expression of self.

Engaging students in understanding and experiencing the language of dance is important to individual development. Body awareness and kinesthetic learning experienced through dance provides students with knowledge about themselves and the world around them that cannot be understood through intellectual pursuits alone. Dance aids the fulfillment of the entire person: physically, intellectually, and emotionally.

Dance education, as described in this framework, requires teachers and students to use a problem-solving approach to learning. Methodologically, students are challenged to use their knowledge of dance concepts to provide solutions to movement problems. This method of presentation promotes dance content as a vehicle for experiencing, practicing and applying the processes needed to think creatively and critically. For example, students in grade six may be asked to create a movement sequence that begins in a closed group shape, extends slowly across the room, has sixteen counts of high energy, individual movement, and concludes with the group exiting the space in the same direction. Here, observing and collecting data, forming and testing hypotheses, drawing conclusions and posing questions become part of the learning environment. Furthermore, participation in the creative process facilitates students' discoveries of their own movement potential, fosters the development of their individual ideas and their capacity to respect the expressions of others, and provides opportunities for collaboration.

The eight curriculum standards that comprise the dance framework guide educators in providing New Hampshire students with personal and active experiences as dancers, choreographers, and audience members. The proficiency standards progress from a creative movement base to refined dance technique, reflecting the many forms, styles, and genres of dance. Throughout the framework, students are asked to create, perform and respond to dance in different settings and methods. The standards outline sequential skills in dance performance and choreography, and connect dance with healthful living. The framework in dance supports an understanding of the important cultural, social, and artistic roles that dance plays in this and other societies. The standards prepare students for adult lives in which they will view dance as a means of individual expression and personal fulfillment.

New Hampshire Curriculum Framework for the Arts

Music K-12

PURPOSE:

Music is a subject with its own unique skills and knowledge, a respected repertoire of quality literature, an advanced system of notation and literacy, and a challenging form of cognition. Scientifically, music is an auditory symbol system that the brain conceives as spatial-temporal reasoning. The brain organizes the elements of pitch, rhythm, timbre and harmony in neurological pathways that cannot be replicated in any other manner. Historically, musical expression is an innate human activity that bridges cultures and time.

In the study of music, students create meaning and expression through the use of listening, composing and improvisational skills. Students attain skill in choral and instrumental performance, as well as critical thinking and self-assessment. Understanding of musical elements and how people in different places and at different times have manipulated them is important in learning how meaning is derived from sound. Students should also be able to identify exemplary musical works.

The framework in music offers a balanced, comprehensive, sequential study of the art form. It uses a music difficulty rating system that is represented by a number ranging from 1 to 6, with 6 signifying the most challenging music (*National Standards for Arts Education/Dance, Music, Theatre, Visual Art*, 1994, Music Educators National Conference, pg. 78). The framework is written to lead students in an orderly and complete way to a rich mastery of the subject. By progressively mastering the materials in the ten content standards, students will gain understanding of and derive meaningful experience in music.

Broad experience in music is necessary if students are to make informed musical judgments. To meet the standards in this framework, students must learn vocabularies and concepts associated with various types of work in music. By understanding the contribution music makes to culture and history, students are better prepared to live and work in multicultural settings. The adult life of every student is enriched by the skills, knowledge and dispositions acquired through the study of music.

New Hampshire Curriculum Framework for the Arts

Theatre K-12

PURPOSE:

Theatre occupies a unique position among the arts. It invites audiences to explore the social mores, political persuasions, and conventions of particular times and settings. It also illuminates the commonality of human experience across the ages. The same play may be interpreted differently from one century to the next, yet man's struggle with himself or nature remains the same. For example, Macbeth's ambition would be perceived differently in Elizabethan England and twenty-first century America, yet the destructive nature of excess ambition is evident in both settings.

The actor is at the heart of all theatrical productions, whether in the classroom or the on the professional stage, and relies upon the complete artistic-self to communicate thoughts and ideas. Characterization, a basic component of acting, is exemplified through movement, gesture and bodily attitude. The actors' voice, through diction and delivery, is also used to help shape character. Therefore, theatre, in its simplest form, such as a single actor on a bare stage, utilizes the visual, aural and movement elements of the other art disciplines to express ideas.

In its more complex forms, theatre promotes the unique contributions of the other art disciplines. Consider opera and musical theatre. Here, orchestration, choreography, costumes, sets and lighting provide a fuller production. Additional skills in set and costume construction, lighting and sound design, and business management, among others, are required. And yet, behind the glare of the footlights, the actor calls upon his ability to observe, perceive, and respond in body and mind in portraying his character on stage.

In the classroom, students can express ideas through theatrical concepts that range from simple, imaginative role playing to full-scale collaborative productions. These theatre activities allow students to make decisions, collaborate, solve problems, synthesize and analyze information, as well as reflect on common human experiences. These are life-long skills that will be valuable in the work place and in human relationships.

The theatre framework contains nine curriculum standards and outlines proficiency standards for grades four, eight and twelve. In the early grades, theatre students learn about life, actions and consequences, and about the customs and beliefs of others and themselves. The later years require students to reach beyond their immediate experiences into the larger world of history, politics, and society, and examine the role of playwright, designer, actor, and director. Students will begin to develop their critical and analytic skills in theatre and will play a larger role in the planning and evaluating their work. Over time, dramatic skills and techniques are developed with exploration of increasingly more complex attitudes, values, and behavior, thereby developing a deeper understanding of personal issues and a broader world view.

New Hampshire Curriculum Framework for the Arts

Visual Arts K-12

PURPOSE:

Since the beginning of civilization, people have created visual artifacts to enhance their surroundings and communicate ideas. People of all cultures have used the visual arts to record, reflect and expand upon life. Historical events, such as battles, plagues and celebrations are depicted in paintings and memorials. The intangibles of life, such as dreams, religion, and aesthetics, are captured through the visual arts as well. Consequently, any visual art work, when examined in the context in which it was created, provides the perspective viewer with a lens into another time, place or mind.

The visual arts range from drawing, painting, sculpture, and print making, to landscaping, film, video, and folk arts. Aspects of the visual arts are part of our daily life and are evident in architecture, advertisement, product design, and city planning. Design elements appear in what we drive, wear, see and use. The world is filled with visual stimuli that the mind is required to process and interpret regularly; knowledge of the visual arts is necessary to understand the design-oriented environment of the twenty-first century. Therefore, the framework in visual arts provides for sequential learning in creating art and a broad understanding of the influence of design within the environment.

Studies in the visual arts enable students to experience distinct ways of thinking, communicating, reasoning and investigating. The visual arts, as with all the arts disciplines, have a unique symbol system. Additionally, participation in making visual art allows students to learn spatially and kinesthetically. Howard Gardner, educational researcher, has defined these different ways of knowing as distinct and separate intelligences. Much research is devoted to validating the theory that learning in these modes will increase students' ability to develop life skills, use varied approaches to problem solving, collaborate with others and synthesize ideas.

The framework in visual arts includes seven curriculum standards to guide educators and provide New Hampshire students with visual art experiences in investigating, making art, and critiquing their own works and the works of others. It is designed sequentially and provides cognitive links with other disciplines throughout. The framework begins with enthusiastic exploration of materials and processes. It progresses through developing imagination and individual expression, and culminates with sophisticated inquiry into the aesthetic qualities of both historical works and student created pieces. Achievement of these standards will prepare students for adult lives that are enriched by an increased capacity for interpreting human experience.

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Curriculum Framework for Arts Education

Core Task Force

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School to Career

