ADDRESSING COMMON CORE THROUGH THE ARTS

By Bruce Taylor
brutay@mac.com

Conceptual Principle of Common Core: In analyzing terms used to structure CCSS, it is apparent that those who drafted these standards were seeking to have students acquire what I would call "Common Core Thinking." Remarkably, as an artist, I recognize that the patterns of thought embedded in Common Core are, in actuality, *artistic* "habits of mind."

Operating Premise: All forms of writing are "creative." Therefore, writing is an *artistic* process. In reviewing Common Core State Standards in English Language Arts (ELA), it is fairly obvious that they can be easily adapted in devising standards for the arts.

It is my goal during this conference to provide you with a relatively simple "take-away" so that you can recalibrate your teaching and student learning to more closely align with your district's consistent focus on Common Core across all educational domains.

The following pages are divided into two parts; The adaptation of "key terms" with a couple of specific examples and a re-writing of CCSS Cognitive Strategies and Anchor Standards as they could be adapted in an arts context.

ADDRESSING COMMON CORE STATE STANDARDS (CCSS) THROUGH THE ARTS
(BY ADAPTING CCSS "KEY TERMS" in READING)

"ACTION" TERMS	*"TARGET"* TERMS	MODIFIERS
Study	Artistic Products	Explicit
Determine	Content/Evidence	Specific
Make (Illustrate/Create)	Inferences	Central
Cite	Ideas	Key
Support	Themes/Topics	Connotative
Analyze	Meaning/Tone	Figurative
Ask Why	Relationship	Diverse
Develop	Development	Visual
Interact	Structure/Format	Valid
Interpret	Purpose/Point of View	Relevant
Relate	Style	Sufficient
Evaluate	Reasoning	Complex
Build	Media	Independent
Compare		

FOUR ANCHOR STANDARDS (& TEN SUB-SET STRANDS)– STUDYING
("Action Terms" Highlighted in BOLD)

I: KEY IDEAS AND DETAILS	II: CRAFT AND STRUCTURE	III: INTEGRATION OF KNOWLEDGE AND IDEAS	IV: RANGE & COMPLEXITY
1. **Determine** explicit info, make inferences	4. **Interpret** words, **analyze** choices	7. **Integrate** and **evaluate** content in diverse media	10. **Comprehend** complexity
2. **Determine** ideas/themes, **analyze** their development & **summarize** details/ideas	5. **Analyze** structure	8. **Evaluate** claims, validity, reasoning w/evidence	
3. **Analyze** how & why elements **develop** and **interact**	6. **Assess** how point of view and/or purpose **shape** content/style	9. **Analyze, compare** and contrast two texts	

STRUCTURE YOUR OWN "STRAND" FOR AN ACTIVITY

In order to complete this activity/assignment, students will (Insert "action" term) the (insert "target" term) of/from (cite source material). They will include (insert "modifier") (insert "target" term), such as (list examples)

Use key terms in constructing a ***rubric*** by determining which terms are addressed and to what degree in the activity/assignment.

Example: In order to complete this activity, students must **determine** historical **themes** or **topics** from the *"Deliverance"* panel of a triptych mural by Ben Shahn. They will include up to three or more specific examples such as The Labor Movement, garment workers, piece work, immigration, John L. Lewis, Triangle Shirtwaist tragedy, voting for union representation, period context of the painting (1930s), Social Realism movement.

ADDRESSING COMMON CORE STATE STANDARDS THROUGH THE ARTS
(BY ADAPTING CCSS "KEY TERMS" in WRITING)

"ACTION" TERMS	*"TARGET"* TERMS	MODIFIERS
Create/Publish/Produce	Argument	Substantive
Support	Narrative	Valid
Analyze	Event Sequences	Relevant
Use	Content/Text	Sufficient
Examine	Claims/Ideas/Information	Informative/Explanatory
Convey	Organization/Style	Real/Imagined
Select/Organize/Integrate	Task/Purpose/Audience	Effective
Demonstrate Understanding	Development	Well Chosen
Develop/Gather	Research Projects	Clear/Coherent
Assess	Questions	Appropriate
Strengthen	Print/Digital Sources	Focused
Plan/Revise/edit/rewrite	Subject	Multiple Sources
Interact/Collaborate	Evidence	Credible/Accurate
Conduct	Audience	Routine/Extended

FOUR ANCHOR STANDARDS (& TEN SUB-SET STRANDS)– CREATING
("Action Terms" Highlighted in BOLD)

I: TEXT TYPES AND PURPOSES	II: PRODUCTION AND DISTRIBUTION OF	III: RESEARCH TO PRESENT KNOWLEDGE	IV: RANGE OF WRITING
1. Create arguments	**4. Produce** clear/coherent works	**7. Conduct** research projects	**10. Write** routinely & extensively
2. Create informative/explanatory texts	**5. Create** and **develop** works	**8. Gather** information from multiple sources	
3. Create narratives, real or imagined **using**…..well structured event sequences	**6. Use** technology, interact and	**9.** Draw evidence to support analysis/reflection and research	

STRUCTURE YOUR OWN "STRAND" FOR AN ACTIVITY

In order to complete this activity/assignment, students will (Insert "action" term) the (insert "target" term) of/from (cite source material). They will include (insert "modifier") (insert "target" term), such as (list examples)

Use key terms in constructing a *rubric* by determining which terms are addressed and to what degree in the activity/assignment.

Example: In order to complete this activity, students will **create original music and lyrics organized** in a twelve bar blues **style**. They will employ an **appropriate** style of language and chord progression. Through the creation of this piece, they will **demonstrate their understanding** of the key components of 12 bar blues.

ADDRESSING COMMON CORE STATE STANDARDS THROUGH THE ARTS
(BY ADAPING CCSS "KEY TERMS" in SPEAKING AND LISTENING)

"ACTION" TERMS	*"TARGET"* TERMS	MODIFIERS
Prepare	Partners	Effective
Participate	Ideas	Diverse
Build	Collaborations	Clearly
Express	Task/Purpose	Persuasive
Integrate	Information	Visually
Evaluate	Media/Visual Displays	Orally
Present	Format/Contexts	Appropriate
Demonstrate Understanding	Point of View	Strategic
Make Use of…	Evidence	Clear/Coherent
Enhance	Rhetoric	Appropriate
Adapt	Findings	Variety
Convey	Line of Reasoning	Multiple Sources
Collaborate	Organization	Credible/Accurate
Demonstrate Command of…	Audience	Routine/Extended

TWO ANCHOR STANDARDS (& SIX SUB-SET STRANDS)– PERFORMING AND EXPERIENCING
("Action Terms" Highlighted in BOLD)

I: COMPREHENSION AND COLLABORATION

1. **Produce** and **participate** with diverse partners….(in) expressing ideas

2. **Integrate** and **evaluate** information in diverse media and formats

3. **Evaluate** an artist's point of view, reasoning, and use of evidence

II: PRESENTATION OF KNOWLEDGE AND IDEAS

4. **Present** information, findings and supporting evidence

5. **Make** strategic use of digital media and visual displays…to express information and enhance understanding

6. **Adapt** works to a variety of contexts and tasks, demonstrating command of formal English

STRUCTURE YOUR OWN "STRAND" FOR AN ACTIVITY

In order to complete this activity/assignment, students will (Insert "action" term) the (insert "target" term) of/from (cite source material). They will include (insert "modifier") (insert "target" term), such as (list examples)

Use key terms in constructing a *rubric* by determining which terms are addressed and to what degree in the activity/assignment.

Example: In order to complete this activity, students will **make use of** specific tools of musical/vocal expression to **express/convey** the meaning of the text of a lyric based **piece of music**. They will include such **oral** tools such as dynamics and tempo; and **expressive** tools such as sub-text, facial expression, and posture.

DEFINITIONS OF CRITICAL TERMS:

ANALYZE: To separate a material or abstract entity into constituent (component) parts or elements; determine the elements or essential features of (e.g. its structure)

INTEGRATE: To make up, combine, or complete to produce a whole or a larger unit from constituent parts.
(See "analyze" above)

STRUCTURE: The relationship or organization of the *component parts* of a work of art or literature.
(See "analysis" and "integrate" above)
   Literary components: plot, character, setting, point of view and theme.
   Visual Art: line, shape, form, space, texture, value (tone), form, and color.
   Theatre: script, lighting, costume, sets, staging
   Dance: flexibility, agility, balance, & co-ordination / gesture, movement, space, pace, rhythm
   Music: rhythm, melody (pitch), tempo, dynamic, form, texture (two or more simultaneous lines), and timbre

ABSTRACT: Thought of as apart from concrete realities, specific objects, or actual instances: an abstract idea.
Expressing a quality or characteristic apart from any specific object or instance.

EVALUATE: To *judge* or determine the significance, worth, or quality of..

ASSESS: To *estimate* or judge the value, character, etc., of; evaluate: to assess one's efforts.

ADAPT: To adjust to different conditions, environment, expectations, circumstances, requirements.

INTERPRET: To give or provide the meaning of; explain; explicate; elucidate: e.g. to interpret the hidden meaning of a parable.

DEMONSTRATE: To make evident or establish by arguments or reasoning; prove: to demonstrate a philosophical principle. To describe, explain, or illustrate by examples, specimens, experiments, or the like: e.g. to demonstrate the force of gravity by dropping an object.

THEME: A unifying or dominant idea, motif, etc., as in a work of art.

DETERMINE: To conclude or ascertain, as after reasoning, observation, etc.

COMMON CORE COGNITIVE STRATEGIES FOR THE ARTS
(Adapted from CCSS Cognitive Strategies)

1. Analyze how and why artists, artistic styles and ideas develop and interact over the course of time.

2. Create, integrate, and evaluate content presented in diverse artistic genres and media, including visually, aurally and kinesthetically, as well as in words.

3. Study and comprehend complex meaning and conceptual principles in visual, aural and kinesthetic artistic products, including those based on written texts.

4. Develop and strengthen creativity by planning, revising, editing, revising, or trying a new approach.

5. Use technology, including the Internet, to create artistic products and to interact and collaborate with others.

6. Conduct short as well as more sustained research projects based upon on focused questions, demonstrating understanding of any aspect of an artistic product under investigation.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR THE STUDY OF ARTISTIC PRODUCTS
(Adapted from CCSS Anchor Standards for Reading)

Key Ideas and Details

1. Study closely to determine what an artistic product communicates explicitly and to make logical inferences from it; cite specific examples when analyzing an artistic product to support your conclusions drawn from a work of visual, aural, or kinesthetic work of art, including any based on text.

2. Determine central ideas or themes of an artistic product and analyze their development by summarizing key supporting details and ideas.

3. Analyze how and why artists, artistic styles and ideas develop and interact over the course of time.

Craft and Structure

4. Interpret elements as they are used in the creation of an artistic product, including determining specific, connotative, and figurative meanings. Analyze how an artist's specific choices shape meaning and tone.

5. Analyze the structure of an artistic product, including specific technique and larger elements relate to each other and to the whole.

6. Assess how point of view or purpose shapes the creation and style of an artistic product.

Integration of Knowledge and Ideas

7. Integrate and evaluate an artistic product presented in diverse formats, media, and genres including visually, aurally and kinesthetically as well as those that are based on text.

8. Critique an artistic product within its historical and cultural context by providing appropriate evidence as well as citing the relevance and sufficiency of sound reasoning.

9. Analyze how two or more artistic products address similar themes or subjects in order to build knowledge or to compare the artists' respective approaches.

Range of Study, Analysis of Complexity in a Artistic products

10. Study and comprehend complex technique, content, and meaning in artistic products independently.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR ARTISTIC CREATION
(Adapted from CCSS Anchor Standards for Writing)

Types of Art and Purposes

1. Create artistic products visually, aurally, and kinesthetically, as well as works that are based on text on specific subjects or themes using sound conceptual principles, relevant, and sufficient technique.

2. Create artistic products visually, aurally, and kinesthetically, as well as works that are based in text to communicate specific meaning, create emotional connections with, and convey conceptual ideas to an audience.

3. Create narrative artistic products to develop imagined experiences and events using effective technique as well as well-chosen details and well-structured event sequences.

Production and Distribution of Artistic products

4. Produce artistic products, visually, aurally and kinesthetically, as well as artistic products that are based on text in which the development, organization and style are appropriate to task, purpose, and audience.

5. Develop artistic products that effectively communicate ideas and concepts by planning, revising, editing, reworking, or by trying a new approach.

6. Use technology, including the Internet, to produce and distribute artistic products and to interact and collaborate with others.

Research and Build Knowledge

7. Conduct short as well as more sustained research projects based on upon specific topics or subjects in order to create an artistic product that demonstrates understanding of the chosen topic or subject.

8. Gather and integrate relevant information from multiple sources to more effectively communicate conceptual ideas, meaning and points of view through the creation of an artistic product.

9. Draw evidence from multiple sources to support the meaning, conceptual ideas and points of view being communicated through an original work of art.

Range of Artistic Creation

10. Create a variety of artistic products in diverse genres routinely over extended time frames, individually or in collaborative groups and shorter time frames for a range of tasks, purposed, and audiences.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR PERFORMING AND EXPERIENCING ARTISTIC PRODUCTS
(Adapted from CCSS Anchor Standards for Speaking and Listening)

Comprehension and Collaboration

1. Prepare for and participate effectively on a range of artistic genres and collaborations with diverse partners, building on others' ideas and expressing their own clearly and effectively.

2. Integrate convey information and meaning presented in diverse genres, media, and formats including visually, aurally, and kinesthetically, as well as works based on text.

3. Evaluate an artist's point of view, reasoning, and use of technique and artistic tools.

Presentation of Knowledge and Ideas

4. Create artistic products in diverse genres such that those who experience such works can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make use of digital media and design to express information and to enhance understanding of artistic products.

6. Adapt the elements of an artistic product to a variety of contexts and communicative tasks demonstrating command of appropriate technique and use of artistic tools when indicated or appropriate.