NYSSMA — Curriculum Committee

Making sense of NCAS:
Navigating the National Core Arts Standards

To access all Standards documents, go to:

http://www.nafme.org/my-classroom/standards/

• All documents are downloadable, and printable
• Short video & webinar available for introduction and explanation
• Items included in the NCAS, and provided on web site:
  o Conceptual Framework (27 pages)
    o Context & Explanation
      ⇒ EU’s; EQ’s; Definitions
      ⇒ Glossary
  o Standards
    ⇒ PreK-8
    ⇒ Composition / Theory
    ⇒ Ensemble
    ⇒ Guitar / Harmonizing Instruments
    ⇒ Technology
  o Model Cornerstone Assessments
    ⇒ GM Gr. 2 (Performing)
    ⇒ GM Gr. 5 (Performing)
    ⇒ GM Gr. 8 (Performing)
    ⇒ MS Ensemble (Performing)
    ⇒ HS Ensemble (Performing)
  o Customize your own handbook
  o Opportunity to Learn Standards (updated)
• When reading standards, know that:
  o entries in red indicate that the word is included in the Glossary (soon to be digitally inked!)
  o italic type represents new (or advanced) content from previous level
  o The symbols at the top of each entry are code used for identifying and sorting information. This refers to Anchor Standards and Process Components, as in the following chart:

<table>
<thead>
<tr>
<th>Artistic Process</th>
<th>Core Arts Anchor Standards</th>
<th>Process Components</th>
</tr>
</thead>
</table>
| Create (Cr)      | Cr1. Generate and conceptualize artistic ideas and work
|                  | Cr2. Organize and develop artistic ideas and work
|                  | Cr3. Refine and complete artistic work |
|                  | Cr1.1 Imagine              |
|                  | Cr2.1 Plan & Make          |
|                  | Cr3.1 Evaluate, Refine     |
|                  | Cr3.2 Present              |

⇒ For example, the PreK-8 entry **MU:Cr1.1PreKa**
  • **MU** = Music (the discipline)
  • **Cr** = Creating (the artistic process)
  • **1.1**
    o 1. = refers to the related Anchor Standard (#1)
    o .1 = refers to the Process Component
  • **PreKa**
    o **PreK** = grade level
    o a = 1st entry of this particular grade level
      • (the next entry would be labeled ‘b’, and so on)

⇒ for the entries found in: Composition/Theory; Technology; Guitar/Harmonizing Instruments; and Ensemble
  • **MU:Cr2.1.E.8**
    o **MU** = Music
    o **Cr** = Creating
    o **2.1**
      • 2 = refers to the related Anchor Standard (#2)
      • .1 = refers to the Process Component
    o **E** = Ensemble (C = Composition; H = Harmonizing; T = Technology)
    o **8** = grade level (5=Novice; 8=Intermediate; I=HS Proficient; II=HS Accomplished; III=HS Advanced)
To customize standards to meet your specific search criteria (e.g. your teaching assignment), go to:

http://www.nationalartsstandards.org/

• Top portion of page Anchor Standards connected with specific Artistic Process. Click on the Artistic Process for a definition of that process.

• On the bottom of the page find boxes with pull down menus. Make choices to see related standards information

• To create standards information pertaining to your particular job description, click on “Customize your own handbook” (lower right corner)
  o Make selections in each category
    ▪ Discipline
    ▪ Process
    ▪ Grade level
    ▪ Include
  o Click on "Go to Your Custom Handbook."
  o Result provides detailed description of the standard(s) you requested
    ▪ Click on links in the left margin to access additional, specific information
**Jargon associated with the National Core Arts Standards**


<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchor Standard</td>
<td>basic standard</td>
</tr>
<tr>
<td>Artistic Literacy</td>
<td>conceptual understandings</td>
</tr>
<tr>
<td>CCR</td>
<td>College and Career Readiness</td>
</tr>
<tr>
<td>Emerging Ensembles</td>
<td>newly developing performing groups, i.e. mariachi, steel drums</td>
</tr>
<tr>
<td>Enduring Understanding</td>
<td>overarching (aka, — big) ideas that are central to the core of the music discipline, and may be transferred to new situations</td>
</tr>
<tr>
<td>Essential Question</td>
<td>question that is central to the core of a discipline and promotes investigation to uncover corresponding enduring understanding(s)</td>
</tr>
<tr>
<td>Evergreen</td>
<td>Able to be digitally updated</td>
</tr>
<tr>
<td>Harmonizing Instruments</td>
<td>guitars, keyboards, ukuleles, etc.</td>
</tr>
<tr>
<td>MCA</td>
<td>Model Cornerstone Assessments — suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement</td>
</tr>
<tr>
<td>MTE</td>
<td>Music: Traditional and Emerging Ensembles</td>
</tr>
<tr>
<td>NCAS</td>
<td>National Core Arts Standards</td>
</tr>
<tr>
<td>Novice</td>
<td>beginning study (e.g. grade 5)</td>
</tr>
<tr>
<td>Open-ended assessment</td>
<td>assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting</td>
</tr>
<tr>
<td>Process Components</td>
<td>Operational verbs that describe the actions artists carry out as they complete each artistic process</td>
</tr>
</tbody>
</table>