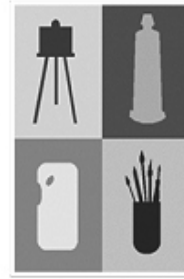
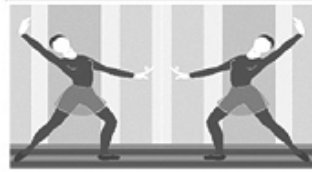


Mississippi Visual & Performing Arts Framework



Mississippi
Department of
Education
2003

MISSISSIPPI VISUAL AND PERFORMING ARTS FRAMEWORK

2003

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The Mississippi Department of Education gratefully acknowledges the hard work and dedication of Teresa Aikens, for facilitating the development of a quality document to improve visual and performing arts education for our students. Teresa served as Visual and Performing Arts Specialist for the Mississippi Department of Education from July, 2000 to August, 2002.

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STATEMENT OF PHILOSOPHY AND VISION FOR ARTS EDUCATION

(The following statement is an excerpt from the National Standards for Arts Education and is adopted as the philosophy and vision for arts education by The Mississippi Visual and Performing Arts Framework Revision Committee)

The arts have been part of us from the very beginning. Since nomadic peoples first sang and danced for their ancestors, since hunters first painted their quarry on the walls of caves, since parents first acted out the stories of heroes for their children, the arts have described, defined, and deepened human experience. All peoples, everywhere, have an abiding need for meaning—to connect time and space, experience and event, body and spirit, intellect and emotion. People create art to make these connections, to express the otherwise inexpressible. A society and a people without the arts are unimaginable, as breathing would be without air. Such a society and people could not long survive.

The arts are one of humanity's deepest rivers of continuity. They connect each new generation to those who have gone before, equipping the newcomers in their own pursuit of the abiding questions: Who am I? What must I do? Where am I going? At the same time, the arts are often an impetus for change, challenging old perspectives from fresh angles of vision, or offering original interpretations of familiar ideas. The arts disciplines provide their own ways of thinking, habits of mind as rich and different from each other as botany is different from philosophy. At another level, the arts are society's gift to itself, linking hope to memory, inspiring courage, enriching our celebrations, and making our tragedies bearable. The arts are also a unique source of enjoyment and delight, providing the "Aha!" of discovery when we see ourselves in a new way, grasp a deeper insight, or find our imaginations refreshed. The arts have been a preoccupation of every generation precisely because they bring us face to face with ourselves, and with what we sense lies beyond ourselves.

The arts are deeply embedded in our daily life, often so deeply or subtly that we are unaware of their presence. The office manager who has never studied painting, nor visited an art museum, may nevertheless select a living-room picture with great care. The mother who never performed in a choir still sings her infant to sleep. The teenager who is a stranger to drama is moved by a Saturday night film. A couple who would never think of taking in a ballet are nonetheless avid square dancers. The arts are everywhere in our lives, adding depth and dimension to the environment we live in, shaping our experience daily. The arts are a powerful economic force as well, from fashion to the creativity and design

that go into every manufactured product, to architecture, to the performance and entertainment arts that have grown into multibillion dollar industries. We could not live without the arts—nor would we want to.

For all these reasons and a thousand more, the arts have been an inseparable part of the human journey; indeed, we depend on the arts to carry us toward the fullness of our humanity. We value them for themselves, and because we do, we believe knowing and practicing them is fundamental to the healthy development of our children's minds and spirits. That is why, in any civilization—ours included—the arts are inseparable from the very meaning of the term "education." We know from long experience that no one can claim to be truly educated who lacks basic knowledge and skills in the arts.

If our civilization is to continue to be both dynamic and nurturing, its success will ultimately depend on how well we develop the capacities of our children, not only to earn a living in a vastly complex world, but to live a life rich in meaning. The vision this document holds out affirms that a future worth having depends on being able to construct a vital relationship with the arts, and that doing so, as with any other subject, is a matter of discipline and study. (Consortium, 1994, p.5)

Understanding that a quality visual and performing arts education is an essential part of the core academic program for all students, the United States Congress has defined the term "core academic subjects" as meaning English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (No Child Left, 2001). To assist districts and schools in developing curriculum for these academic subjects, the Mississippi Department of Education develops frameworks on which curriculum is to be based. The framework writing committee is composed of members nominated by superintendents and school administrators throughout the state. The Fine Arts Framework Revision Committee worked over a period of two years revising the 1996 *Mississippi Fine Arts Framework*.

With the revision of the 1996 *Mississippi Fine Arts Framework* an important transformation has occurred. In the new *Mississippi Visual and Performing Arts Framework*, the revision committee has produced a document which celebrates the shared goals of all four arts disciplines – dance, music, theatre arts, and visual arts – while respecting the uniqueness of each respective art form. A review of national research findings and consensus of thought in arts education discloses five consistent components. These are presented as overarching goals of arts education. Five overarching goals common to all four arts disciplines form the basis for development of the framework. These goals reflect the vision embodied in *The National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*.

The *Mississippi Visual and Performing Arts Framework* provides direction, focus, coordination, and guidance for schools in the areas of dance, music, theatre, and visual arts to meet the challenges of providing the quality arts education that our students need and deserve. Through the use of the framework, learners will benefit from an arts

education that empowers and enriches their lives, allowing them to develop more than an acquaintance with the arts. It is through this pathway of deeper engagement and knowledge that our children will find their own directions, make their unique contributions, discover who they are, and who they can become.

MISSION STATEMENT

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place.

OVERARCHING GOALS OF ARTS EDUCATION

Students will:

- Communicate ideas and feelings by creating and performing works of art;
- Respond to, describe, analyze, interpret, and evaluate the complex characteristics of works of art;
- Understand the roles and functions of artists and works of art in cultures, times, and places;
- Perceive, understand, and appreciate the diverse meanings and values of art;
- Make valid connections among the content of the arts, other subject areas, and everyday life.

With the identification of these overarching goals of arts education we are defining a comprehensive, specific vision of what students need to know and to be able to do in the arts. These goals are represented in the five consistent strands that run throughout this framework in the programs of study for Dance, Music, Theatre, and Visual Arts. These strands are *Creating/Performing, Critical Analysis, History/Culture, Aesthetics, and Connections*. Within the programs of study, the required competencies relate to the five strands and state the content students need to acquire at each grade level from kindergarten through grade four. For middle school through high school, the required competencies relate to levels of learning rather than grade levels.

These programs of study describe what to teach, not how to teach it. Respect for decision-making at the local school and district level is maintained through the use

of this framework as a guide for development of specific curriculum and instructional practices that best deliver the required content to the students within each district.

The *Mississippi Visual and Performing Arts Framework* sets forth a rigorous standard for a comprehensive, sequential arts education experience that every student in Mississippi deserves. With student mastery of the content, visual and performing arts achievement in Mississippi schools will rival that of any other state. Offering the best, most complete learning opportunities to our students is what quality education is all about.

PURPOSE

The arts—Dance, Music, Theatre, and Visual Arts—are core components of a world-class education that will prepare Mississippi students to fully participate in global communities. The arts are deeply embedded in our visually and aurally saturated culture, from film to web sites and architecture to product design. The *Mississippi Visual and Performing Arts Framework* describes what students should know and be able to do in the arts to prepare them for life in our multi-dimensional world. This document provides an outline for local schools and districts to use as a guide to curriculum development for a comprehensive, sequential K-12 arts education in each of the arts disciplines.

USE OF THE FRAMEWORK

School districts shall use the programs of study in this framework as a basis for curriculum development of courses. Curriculum must be designed to cover the competencies listed in the program of study. The competencies are required to be taught. The teaching objectives, strategies, and assessments are suggested as indications of how competencies can be fulfilled. At the middle school and high school levels, some programs of study may be applied to curriculum development for more than one course. A list of the applicable courses is included in the description of each program of study. To facilitate application of the program of study to multiple courses, a Suggested Strategies and Assessments Chart for each applicable course is included following the program of study.

Depending on the local school context, some secondary courses may be offered for one or one-half Carnegie unit, as listed in the *Approved Courses for Secondary Schools in Mississippi*. Both one Carnegie unit courses and one-half Carnegie unit courses must cover the competencies in the program of study corresponding to that course. Courses that are offered for one Carnegie unit will cover the competencies in greater depth than the courses offered for one-half Carnegie unit.

LANGUAGE OF THE ARTS

In using this framework, some clarification of terms may be helpful. The most obvious change in the new framework is the title change from *Mississippi Fine Arts Framework* to *Mississippi Visual and Performing Arts Framework*. This change was made to reflect our wider vision and broader goals for arts education in our state. The new title is more encompassing of the many aspects of the arts important to the total educational experience we seek to provide our students.

In this document, the term **art** is used to refer to creative works and processes employed in producing them, and the whole body of creative work in the art forms that make up our human cultural heritage. The terms **art form** and **arts discipline** are used interchangeably to refer to the individual areas of Dance, Music, Theatre, and Visual Arts. When this document refers to **the arts**, it means all activities in the four arts disciplines or art forms.

CYCLE

All Mississippi content area frameworks are on a six (6) year cycle. Approximately three years after a framework is implemented, a revision team is chosen to review the current framework and make changes and modifications based on best practices in the teaching of the arts as reflected in state and national trends. The pilot year (optional) for the *Mississippi Visual and Performing Arts Framework* is 2003-2004. The implementation year for the Framework is school year 2004-2005.

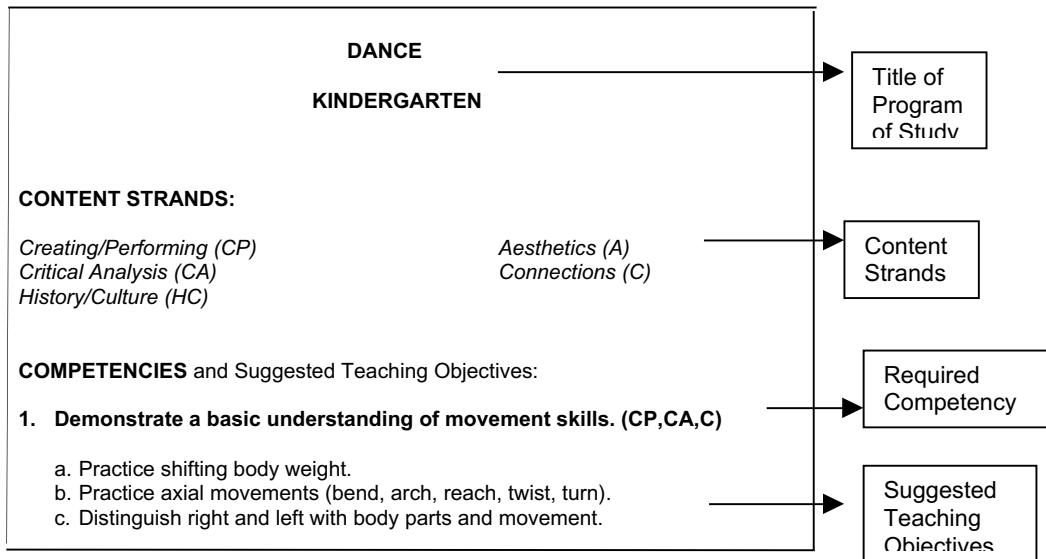
ORGANIZATION

The *Mississippi Visual and Performing Arts Framework* is comprised of four arts disciplines— Dance, Music, Theatre, and Visual Arts. Within each discipline, content is sequential from Kindergarten through Twelfth Grade. In order for students to achieve the level of competency necessary to successfully fulfill the Mississippi arts graduation requirement (1 Carnegie Unit of arts), they must have the opportunity to progress through each level of learning. This framework delineates that continuum for learning.

The Framework is organized by grade levels from Kindergarten through Fourth Grade, with competencies defined for each grade level. At middle and high school, traditional grade level specifications are replaced by “levels of learning” with competencies defined for each level. The “levels of learning” more easily accommodate elective scheduling and courses of study that could include students from different grade levels who can demonstrate levels of proficiency. In middle and high school, programs of study are designated by these levels. In middle school, the levels are designated Middle School Level I, Middle School Level II, Middle School Level III, and Middle School Level IV. In high school, the levels are High School Level I, High School Level II, High School Level III, and High School Level IV. Proficient

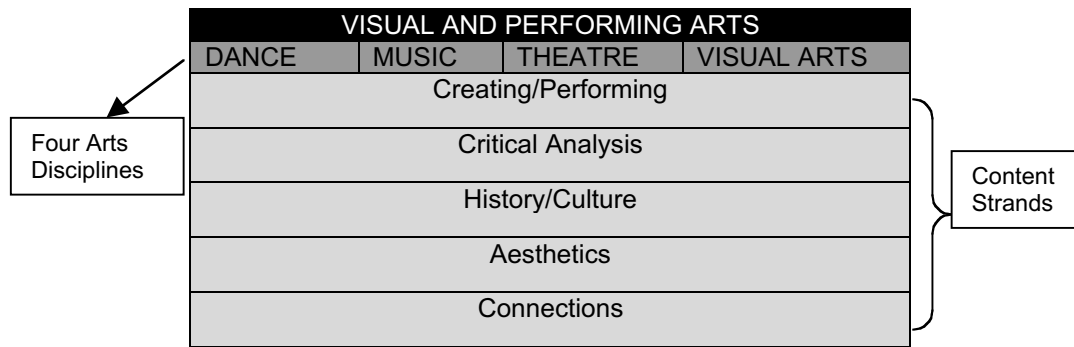
Level is attained after the equivalent of 1 Carnegie unit of study has been completed. Advanced Level is attained at the end of four years of study in an art discipline. For students in grades 9 – 12, proficient and advanced levels of achievement can be attained. A general description that includes the purpose, overview, suggested prerequisites, and courses that correspond to the program of study is found at the beginning of each program of study. These programs of study will guide the development of specific courses at the middle and high school levels. Following each program of study are suggested teaching strategies and suggested assessments for each course that is to be based upon that program of study. To enhance the implementation of the framework, Literature Connections Technology Connections, Resources, and a Glossary are included at the end of each arts discipline section.

The programs of study for the *Mississippi Visual and Performing Arts Framework* are formatted as follows:



STRANDS

The *Mississippi Visual and Performing Arts Framework* is comprised of five content strands: **Creating/Performing, Critical Analysis, History/Culture, Aesthetics, and Connections**. These content strands are derived from the overarching goals of arts education that reflect the vision embodied in *The National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*. These strands are interwoven within each discipline and among all four arts disciplines. Comprehensive arts education requires the inclusion of all content strands in curriculum, instruction, and assessment.



STRANDS AND CORRESPONDING OVERARCHING GOALS OF ARTS EDUCATION

Creating/Performing Strand – Creating works of art and performing works of art in Dance, Music, Theatre, and Visual Arts.

Overarching Goal - Students will be able to communicate ideas and feelings by creating and performing works of art.

Critical Analysis Strand – Taking account of what is presented, constructing interpretations, and making judgements of the merit or significance of the work or body of work. (Stewart, 1997, p. 7)

Overarching Goal - Students will be able to respond to, describe, analyze, interpret, and evaluate the complex characteristics of works of art.

History/Culture Strand – Understanding art in the historical and cultural context in which it was created.

Overarching Goal – Students will understand the roles and functions of artists and works of art in cultures, times, and places.

Aesthetics Strand – The philosophical treatment of art in general, a broad focus concerned with art, beauty, and experiences with art and beauty in general – Beliefs about art. (Stewart, 1997, p. 7)

Overarching Goal – Students will perceive, understand, and appreciate the diverse meanings and values of art.

Connections Strand – Determining commonalities among Dance, Music, Theatre, and Visual Arts as well as among other subject areas and everyday living.

Overarching Goal – Students will make valid connections among the arts, other subject areas, and everyday life.

COMPETENCIES

Competencies describe what all students should know and be able to do in the arts. They represent the most enduring knowledge, concepts, and skills in an arts discipline, the “big ideas.” Competencies correlate to the content standards found in the *National Standards for Arts Education*, and demonstrate sequential progression of mastery of content. The competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the unique needs of their students. Competencies **are required to be taught** to all students. The order and combinations in which competencies are taught may be organized to accommodate those needs.

SUGGESTED TEACHING OBJECTIVES

Suggested teaching objectives are not required to be taught. These objectives serve as a guide indicating how competencies can be fulfilled through a progression of content and concepts at each level. Many of the objectives are interrelated rather than sequential, which means that objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time. School districts may use the suggested objectives or may write their own objectives that **meet or exceed** those suggested, based upon needs of students at the local level.

SUGGESTED TEACHING STRATEGIES AND ASSESSMENTS

The purpose of the Suggested Teaching Strategies and Assessments chart following each program of study is to assist school districts and teachers in the development of possible methods of organizing the competencies and objectives to be taught, as well as presenting ideas on the teaching of competencies and objectives. The suggested teaching strategies and assessments are offered as examples for stimulating ideas about how competencies and objectives might be addressed in the classroom. These strategies and assessments are a set of basic methods designed to be only a starting point for innovative teaching. Integration of concepts, competencies, and content results in maximum curricular connections, time on task, and opportunities for students.

BENCHMARKS

Grade level cluster benchmarks have been established to assist educators in ensuring that students receive a sequential and comprehensive arts education. Benchmark charts for each arts discipline are found in the introduction to each discipline section.

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