

The Maine Department of Education has developed this presentation as a tool to assist educators throughout Maine in understanding both the revisions to the Maine Learning Results and the implications for teaching and learning in the content area of Visual and Performing Arts.

Goals and Purposes

- **Identify knowledge and skills essential to prepare Maine students for post-secondary education, career, and citizenship**
- **Express what students should know and be able to do at various checkpoints during their education**
- **Define core elements that should apply to all students without regard to their specific career and academic plans**
- **Provide students, educators and parents with guidance**

Maine's Revised Learning Results: Parameters for Essential Instruction

The Learning Results: Parameters for Essential Instruction, replaces the 1997 Maine Learning Results and provides a comprehensive description of the most essential knowledge and skills to succeed in the 21st century. The Learning Results describes a continuum of learning across significant topics in eight content areas. It represents a common body of knowledge and skills that ALL Maine students should have upon graduation. It also serves as a tool to inform parents, educators and the community.

Guiding Principles

- Clear and effective communicators;
- Self-directed, lifelong learners;
- Creative and practical problem solvers;
- Responsible and involved citizens;
- Integrative and informed thinkers.

Maine's Revised Learning Results: Parameters for Essential Instruction

The Maine Learning Results identify the common body of knowledge and skills that all Maine students should have when they graduate. These knowledge and skills are essential for students to become: Clear and effective communicators; Self-directed, lifelong learners; Creative and practical problem solvers; Responsible and involved citizens; and Integrative and informed thinkers. The Guiding Principles incorporate all eight content areas of the Learning Results. There are direct connections between the each Guiding Principles and the Visual and Performing Arts.

Where the Revised Maine Learning Results fit in the Overall Framework Ensuring All Students are Career, Post-secondary and Citizenship Ready

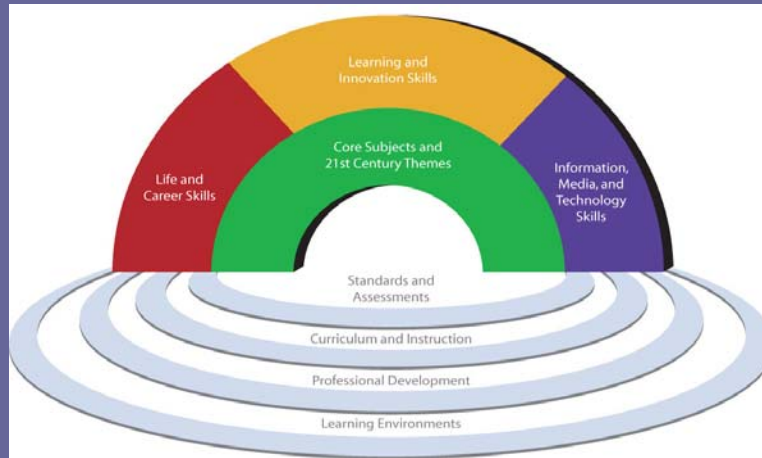
- Parameters for Essential Instruction
- Partnership for 21st Century
- Best Instructional Practices
- Chapter 125 – Environment for Learning
- Chapter 127 – Assessment and Graduation

Maine's Revised Learning Results: Parameters for Essential Instruction

Maine's standards document defines essential knowledge and skills required for career, post-secondary education and citizenship in the 21st century. This document is just one part of a system of educational components that seeks to integrate: Attention to 21st century standards and practices, High quality teaching, and positive environments that foster student learning, varied assessments and high school requirements.

Partnership for 21st Century Framework Informs the Revised MLR

www.21stcenturyskills.org



Maine's Revised Learning Results: Parameters for Essential Instruction

To ensure that Maine's standards support 21st Century Learning, the Partnership for 21st Century Learning Framework was used in the Learning Results revision process. In July 2007, Maine became the 6th state to join this partnership. The rainbow illustration represents the outcomes, the Arts are one of the Core Subjects included in the 21st century framework. The top part of the rainbow represents Life and Career Skills, Learning and Innovation Skills and Information, Media, and Technology Skills. These areas are all specific to the Visual and Performing Arts Standards. While the Partnership for 21st Framework includes content standards it also includes 21st century skills support systems represented in the pools at the bottom.

Standards Based Education and Opportunity

- Reflecting on Programming
- Ensuring Equitable Access for all Students
- Ensuring 21st Century Content
- Reexamination of instruction – 21st Century Learning

Maine's Revised Learning Results: Parameters for Essential Instruction

After a decade of using the 1997 Maine Learning Results, the adoption of revised standards provides us with important opportunities. The implementation of the Learning Results requires us to: Reflect on whether our current programming provides opportunities to learn the knowledge and skills described in the standards; Ensure that we are providing equitable access for all students to this essential learning. It also demands that we reflect on the meaning of 21st century content, and asks that we examine if, in fact, we are providing 21st century instruction. It is clear that 21st century standards alone will not ensure that students are equipped with 21st Century Skills.

MLR Review History and Goals

- History
 - Mandated by 1997 Legislature
 - 2004-2007 Review Process
- Goals
 - Career, post-secondary and citizenship readiness
 - Essential knowledge and skills
 - Improved clarity
 - Improved coherence

Maine's Revised Learning Results: Parameters for Essential Instruction

The review process for state standards is required by legislation. This process, began in 2004 and ended in 2007, and sought to ensure career, post-secondary and citizenship readiness. It also sought to address concerns from Maine educators that the state standards should be more focused on essential knowledge and skills, be clearer, and more coherent.

Chapter 132 and Title 20-A

- Maine Department of Education
Chapter 132
 - Learning Results:
Parameters for Essential Instruction
- Maine Education Statutes,
Title 20-A, 6209
 - system of learning results established

Maine's Revised Learning Results: Parameters for Essential Instruction

Maine Department of Education Regulation 132 - or Chapter 132 - Learning Results: Parameters for Essential Instruction was adopted in October 2007. It contains standards, performance indicators and descriptors that identify knowledge and skills essential for instruction in the eight content areas formerly found in the 1997 Learning Results. Maine Education Statutes, Title 20-A requires all school districts to implement the Learning Results in Career and Education Development, World Languages and Visual and Performing Arts by the end of the 2007-2008 school year.

Content Differences

- Identification of grade level and grade span “big ideas” - Performance Indicators
- Greater depth of knowledge in content areas
- Greater alignment to national standards and the body of knowledge on learning and best practices
- Inclusion of a Glossary

Maine's Revised Learning Results: Parameters for Essential Instruction

Across all content areas, the revised Maine Learning Results more clearly identify ideas and topics that develop across grade spans in a progression of learning. The document describes a greater depth of student understanding within these ideas and topics, and is more closely aligned to both national standards and the body of knowledge related to student learning. Additionally, a glossary defines italicized words and phrases present in content area standards, performance indicators and descriptors in the revised document.

Structure

- Eight Content Areas
- Four Grade Spans – Pre-K-2, 3-5, 6-8, 9-Diploma
- Content Standards – *Capital Letters*
- Performance Indicators – *Numbers*
- Descriptors – *Lower Case Letters*


Maine's Revised Learning Results: Parameters for Essential Instruction

The revised Learning Results are organized into the same eight content areas found in the 1997 Maine Learning Results. There are four grade spans in the 2007 Maine Learning Results: Pre-K-2, 3-5, 6-8 and 9- Diploma. The content standards and performance indicators are found in both documents. Content standards are broad descriptions of the knowledge and skills that students should acquire. They are identified by capital letters. Within each content standard is a series of Performance Indicators which help to define the big ideas within the content standard. Performance indicators are identified by numbers. Descriptors, not found in the 1997 MLR, are identified by lower case letters. Where needed, Descriptors are incorporated to more specifically define the depth and breadth of the big idea contained in the performance indicator.

Content Standards

- Define the broad descriptions of the knowledge and skills that students should acquire

Visual and Performing Arts

- 
- A. Disciplinary Literacy - Dance:**
Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

Maine's Revised Learning Results: Parameters for Essential Instruction

The text identified in the green box is an example of a content standard for Visual and Performing Arts, the discipline of Dance. Content standards are identified by capital letters as shown in this slide by letter A.

Performance Indicators

Define the big ideas within the standards

Visual and Performing Arts

A1(6-8)



A1 Space			
Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students demonstrate <i>space</i> concepts including high/low, forward/backward, near/far, and personal space and wide/narrow, and stretched/curled/twisted shape(s).	Students use <i>space</i> concepts to solve movement challenges including straight/curved/zig-zag/spiral pathways and positive/negative space.	Students apply <i>space</i> concepts in a repeatable movement phrase.	Students apply <i>space</i> concepts in an original repeatable, choreographed piece.



Maine's Revised Learning Results: Parameters for Essential Instruction

Performance Indicator 1 for each grade span of standard A is highlighted in green. Performance indicators are identified by numerals as shown by the numeral 1. Performance indicators also have labels. The label for performance indicator 1 of Standard A is identified by the label at the top of the table, and is titled A1Space. Each performance indicator can be further identified by referencing the grade span. For example VPA A1(grades 6-8).

Descriptors

Where needed, define depth and breadth of big ideas contained in the performance indicator

Visual and Performing Arts A5 (3-5)a

A5 Locomotor and Non-Locomotor Movement			
Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and demonstrate <i>locomotor</i> and <i>non-locomotor/axial</i> skills. a. Identify the difference between <i>locomotor</i> and <i>non-locomotor/axial</i> skill. b. Demonstrate <i>locomotor</i> patterns using change in direction. c. Demonstrate <i>non-locomotor/axial</i> skills.	Students demonstrate expressive combinations of <i>locomotor</i> and <i>non-locomotor/axial</i> skills. a. Demonstrate a combination of <i>locomotor</i> patterns, with changes in direction, level, and path. b. Demonstrate a combination of <i>locomotor</i> and <i>non-locomotor/axial</i> skills into a pattern that may change direction, level, energy, or pathway.	Students combine and demonstrate the technical skills of <i>skeletal alignment</i> , strength, agility and coordination.	Students integrate and demonstrate the technical skills of <i>skeletal alignment</i> , <i>body-part isolation</i> , strength, flexibility, agility, and coordination.

The Descriptors for Visual and Performing Arts, Standard A, Performance Indicator 5 (Locomotor and Non-Locomotor Movement) at grade span 3-5 are highlighted here in green. Descriptors are identified using lower case letters and are referenced as follows VPA- A5(3-5)a. Please note that some words in the text are written in blue italics. These words and phrases can be found in the glossary.

Changes in Visual and Performing Arts

- 1997 - 3 Standards
- 2007 - 5 Standards

- 1997 - Total: 82 Performance Indicators
- 2007 - Each discipline - Total: 55 Performance Indicators

Maine's Revised Learning Results: Parameters for Essential Instruction

The overall organization of the Visual and Performing Arts Standards in the Learning Results is significantly different. The number of Standards increased during the revision. Standards A and B each include four separate strands (Dance, Music, Theatre, and Visual arts). In contrast, standards C, D, and E are representative of skills and knowledge in all four disciplines of the visual and performing arts. This was done to create a pathway for learning within each of the individual disciplines. There were a total of 82 Performance Indicators in all four disciplines in the 1997 Learning Results. There are 55 Performance Indicators within each of the four disciplines of Visual and Performing Arts in the revised Learning Results. As such, the Standards and Performance Indicators provide a clearer and more concise framework for curriculum, instruction and assessment in this content area.

STANDARD A

- **Disciplinary Literacy**
 - Dance
 - Music
 - Theatre
 - Visual Arts

Maine's Revised Learning Results: Parameters for Essential Instruction

Standard A is Disciplinary Literacy. Dance, Music, Theatre and Visual Arts are divided under this standard. This distinguishes what is important for each discipline of the Arts and Literacy.

STANDARD A

- **Disciplinary Literacy**

- Dance

- 1. Terminology
 - 2. Space
 - 3. Time
 - 4. Energy
 - 5. Locomotor and Non-Locomotor Movement
 - 6. Compositional Forms

Maine's Revised Learning Results: Parameters for Essential Instruction

Standard A Disciplinary Literacy begins with Dance and has six Performance Indicators. Within each Performance Indicator there is a description of a progression of learning from one grade span to the next.

STANDARD A

- **Disciplinary Literacy**
 - Music
 - 1. Music Difficulty
 - 2. Notation and Terminology
 - 3. Listening and Describing

A2 Notation and Terminology			
Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and read musical notation, symbols, and terminology of <i>dynamics</i> .	Students identify and read musical notation, symbols, and terminology of <i>dynamics</i> .	Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.	Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.

Standard A for Music Literacy has three Performance Indicators unique to Music. The progression from one grade span to the next is explained in A2 Notation and Terminology. Students identify, read and apply their accumulated knowledge of Notation and Terminology and perform music of greater complexity as they progress through their years of study.

STANDARD A

- **Disciplinary Literacy**
 - Theatre
 - 1. Terminology
 - 2. Production

Maine's Revised Learning Results: Parameters for Essential Instruction

Standard A for Theatre Literacy has two Performance Indicators: Terminology and Production. These two Performance Indicators involve students in identifying, defining, and explaining by watching and/or through participating in a dramatic performance.

STANDARD A

- **Disciplinary Literacy**
 - Visual Arts
 - 1. Artist's Purpose
 - 2. Elements of Art and Principles of Design
 - 3. Media, Tools, Techniques, and Processes

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Standard A: Visual Arts Literacy has three Performance Indicators that teach students that artists and their artwork can have many purposes. The Elements of Art and Principles of Design are just as important as the media, tools, techniques, and processes.

STANDARD B

- **Creation, Performance, and Expression**
 - Dance
 - Music
 - Theatre
 - Visual Arts

Maine's Revised Learning Results: Parameters for Essential Instruction

Standard B is Creation, Performance and Expression. As in Standard A Dance, Music, Theatre and Visual Arts are divided. This distinguishes what is important for each discipline of the Arts for Creation, Performance and Expression.

STANDARD B

- **Creation, Performance, and Expression**
 - Dance
 - 1. Communication
 - 2. Sequencing
 - 3. Solving Challenges

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In Standard B for Dance there is a focus on the art of dancing. Students learn and develop dance sequences in order to solve challenges by communicating an idea through a dance performance.

STANDARD B

- **Creation, Performance, and Expression**
 - Music
 - 1. Style/Genre
 - 2. Composition

Maine's Revised Learning Results: Parameters for Essential Instruction

In Standard B for Music students learn to create or perform music of various styles and genres. Once again, they build on their knowledge as they progress from one grade span to the next.

STANDARD B

- **Creation, Performance, and Expression**
 - Theatre
 - 1. Movement
 - 2. Character
 - 3. Improvisation

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In Standard B for Theatre, students have learning opportunities through a variety of theatre experiences. They learn how to express themselves as different characters and by using improvisation.

STANDARD B

- **Creation, Performance, and Expression**
 - Visual Arts
 - 1. Media Skills
 - 2. Composition Skills
 - 3. Making Meaning
 - 4. Exhibition

Maine's Revised Learning Results: Parameters for Essential Instruction

In Standard B for Theatre, students have learning opportunities through a variety of theatre experiences. They learn how to express themselves as different characters and by using improvisation.

STANDARDS C, D, & E

STANDARD C: Creative Problem-Solving

1. Application of Creative Process

STANDARD D: Aesthetics and Criticism

1. Aesthetics and Criticism

STANDARD E: Visual and Performing Arts Connections

1. The Arts and History and World Cultures
2. The Arts and Other Disciplines
3. Goal-Setting
4. Impact of the Arts on Lifestyle and Career
5. Interpersonal Skills

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Standards C, D, and E describe the Standards and Performance Indicators that are applicable for all 4 disciplines of the Arts. The Content Panel determined that there are enough similarities between and among the 4 to present them this way. In Standard C students approach artistic problem-solving using multiple solutions and the creative process. In Standard D students describe, analyze, interpret, and evaluate dance, music, theatre, and visual arts. In Standard E students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

Implications for Work in Schools

- Curriculum mapping
 - Opportunity for all students
 - Syllabus review for high schools
- Examination of Instruction
- Integration Across Content Areas – Cross Content Connections, including Career and Technical Education, Alternative Education and Adult Education

Maine's Revised Learning Results: Parameters for Essential Instruction

The 2007 Learning Results provide starting points for a variety of school-based work. Schools and Districts will review their (fade in) curriculum to understand if it reflects the revised standards and provides all students with opportunities to learn. These opportunities should be available in a variety of contexts including Career and Technical Education, Adult Education, and Alternative Education settings. In Visual and Performing Arts students should have the opportunity to learn in all four disciplines.

The Department of Education, working with the Education Policy Improvement Center (EPIC), is developing a high school syllabus review process based on the Learning Results. This on-line tool will help districts evaluate instructional programming and course sequences offered in high schools. This will easier for the districts to ensure that all students across Maine have access to instruction that prepares them to graduate ready for post-secondary education, work, and citizenship; regardless of whether students learn in traditional classrooms or in other contexts.

(fade in) Schools and districts should also carefully examine classroom instruction and ensure that 21st Century standards are being delivered within the context of 21st century learning experiences. The Partnership for 21st Century Learning Framework, referenced earlier and also on the resources slide at the end of this presentation, provides helpful information and materials.

(fade in) The revised standards provide opportunity to integrate instruction across content areas and school programs in ways that better supports students learning.

Cross Content Connections

- Visual and Performing Arts have natural connections to the other content areas as well as connections within.

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Learning experiences that require integration of ideas across content areas replicate the application of knowledge and skills that students will encounter in the workplace and in life. Recognizing significant connections between and among content areas is a first step in providing instructional experiences that will prepare students for success. The Visual and Performing Arts content recognizes the importance of connections in school and in life by including a Standard devoted to integration. Standard E states: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction. The Cross Content Connections document is available online and can be used to guide the development of integrated curriculum. The following slides provide examples of potential opportunities for integration between Visual and Performing Arts and other content areas. On the resources page at the end of this presentation, you will find the link to the Cross Content Connections document.

Cross Content Connections

VPA and ELA

- Understandings about plays with understandings about theater
- Analysis of media
- Use VPA texts to apply strategies for accessing informational texts
- Use VPA texts and digital tools to apply strategies for research/ inquiry
- Use VPA as a context for developing vocabulary

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Here we have examples of possible connections with English Language Arts and Visual and Performing Arts. In the Visual and Performing Arts content Standard A: Literacy there are many opportunities to connect curriculum at all grade levels. In Standard D: Aesthetics and Criticism students are describing, analyzing, interpreting, and evaluating works of art.

Cross Content Connections

VPA and Health & Physical Education

- Apply dance as a context for understanding motion in physical education.

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The Dance standards and Health Education and Physical Education Standards overlap in the area of dance and movement. Physical Education standards integrate dance and movement in references to “healthy lifestyle”.

Cross Content Connections

VPA and Mathematics

- Apply music and visual arts examples in the development of grade level appropriate understandings about patterns, proportions, fractions, and geometry
- Integrate grade level appropriate measurement skills within activities for VPA

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Many of the Elements of Art and Principles of Design directly connect with math concepts.

Cross Content Connections

VPA and Science & Technology

- Apply observation skills developed through visual and performing arts to data collection and observation in science and technology

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Observation skills are a key component of all the arts and go hand in hand with observation in science and technology.

Cross Content Connections

VPA and World Languages

- Integrate grade level appropriate understandings of history with understandings about the arts, their history and world cultures from visual and performing arts

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The Visual and Performing Arts Standard E1 is the connections standard. The Standard describes the relationship among the arts, history and world cultures and provides a direct connection between the Arts, Social Studies, and World Languages.

Cross Content Connections

VPA and Industrial Technology

- Use technology and creative and critical thinking skills
- Use digital media and environments to communicate with multiple audiences

Maine's Revised Learning Results: Parameters for Essential Instruction

In the Arts classroom where a variety of tools are used, technology provides more choices. Many of the tools help to access 21st century skills.

Resources

- **Maine Learning Results: Parameters for Essential Instruction** www.maine.gov/education/lres/pei/index.html
- **Cross Content Connections Document and Glossary** www.maine.gov/education/lres/pei/index.html
- **National Standards for Arts Education** <http://artsedge.kennedy-center.org/teach/standards.cfm>
- **Partnership for 21st Century Skills** www.maine.gov/education/lres/pei/index.html

Maine's Revised Learning Results: Parameters for Essential Instruction

For more information and continuing updates and resources, please visit the Maine Learning Results: Parameters for Essential Instruction web page at the Maine Department of Education website. You can download the entire Maine Learning Results: Parameters for Essential Instruction or individual content areas of the Learning Results. Also available is the Glossary and the Cross Content Connections document. Visit The Partnership for 21st Century Skills webpage for more information on 21st century skills.

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<http://www.maine.gov/education/lres/vpa/>

Maine's Revised Learning Results: Parameters for Essential Instruction

Thank you for your interest in this presentation. Please visit the Visual and Performing Arts web pages at the Maine Department of Education. You can find arts education resources as well as opportunities. Please contact Argy Nestor for more information.