



Department of  
**Education**

# Media and Visual Arts

Teacher Training Summer 2018

# Welcome

Greetings, and welcome to a new day in Fine Arts Education in Tennessee!



# Your Time to Shine!

Please write your name, grade level, and content area on the name tent provided. Feel free to decorate!



My “Shining Moment” Icebreaker

Share your favorite or greatest “shining moment” from your work experience.

# Norms

- Keep conversations student-centered
- Keep this a safe place not to know
- Be aware of airtime equity
- Maintain a positive and supportive tone
- Be present and engaged

# Rest Stop One: Discuss

Identify the domain, foundation, and grade level for the following visual art standard:

Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

# Rest Stop One: Review

Identify the domain, foundation, and grade band for the following visual art standard:

Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

**3.VA.Cr1.B**

# Goals for Today

You will know the structure of the new standards.

You will understand how the standards can be applied in the classroom.

You will create classroom content using each of the standards.

# Goals for Implementation in Year One

- Teachers will know and teach all of their grade levels' standards.
- Students will be engaged with each of the four domains and 11 foundations.
- Teachers will demonstrate intentional focus on conceptual learning while maintaining capacity toward students' skill development.



# Training Overview

- Awareness of the new Tennessee Academic Standards for Fine Arts Education
- Mindset and shifts in the instructional promising practices
- Planning and strategies for implementation

# Morning

Time	Session
8–8:30 a.m.	Welcome and Introduction
8:30–9:15 a.m.	Standards Orientation
9:15–10:30 a.m.	Structure of the Standards
10:30–10:45 a.m.	Break
10:45–11:30 a.m.	Mindset, Pedagogy, and Literacy in the Arts

# Afternoon

Time	Session
11:30–12:45 p.m.	Lunch
12:45–3:45 p.m.	Deconstructing Standards, Formative Assessment, Planning, and Takeaways
3:45–4 p.m.	Closing

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# **Standards Orientation**

# Origin of the Standards

- Developed by team of fine arts educators, the Tennessee State Board of Education, and the Tennessee Department of Education
- Connected to:
  - [National Core Arts Standards](#)
  - National Art Education Association's *Purposes, Principles, and Standards for School Arts Programs*
  - [Every Student Succeeds Act- Tennessee's Plan](#)
  - [Tennessee Code Annotated § 49-6-1025](#)
  - Tennessee graduation requirements
  - *Tennessee Succeeds* Strategic Plan

# Standards Review Process

- **Jan. 2016:** Writing committee meets to begin drafting
- **April 2016:** First draft of standards complete
- **April-May 2016:** Public feedback collected via State Board of Education (SBOE) website
- **June 2016:** Review committee meets to develop revisions based on public feedback

# Standards Review Process, Continued

- **July 2016:** First reading with SBOE
- **Aug.-Sept. 2016:** Review committee meets to develop revisions based on SBOE feedback
- **Oct. 2016:** Final reading with SBOE
- **SY 2017-18:** Training and professional development
- **SY 2018-19:** Full implementation

# Standards Revision Key Points

Focus on revised standards

Addition of media arts as a fine art

Not a one-for-one replacement of previous standards

Look for:

- Structural shifts
- Conceptual shifts



# Structural Shifts

Grade bands/levels:

K, 1, 2, 3, 4, 5, 6, 7, 8, HS 1, HS 2, HS 3

Organization

- Six overarching standards to four domains and 11 foundations
- Grade Level Expectation (GLE)/Course Level Expectation (CLE) to Standard
- Formative assessments not included in standards

# Conceptual Shifts

## Students as Artists

- Differences are desirable.
- Skills with media are just one of many aspects of an artist's training.
- Experimentation and innovation are encouraged.

## Brain Development

- Standards support cultivating dispositions exhibited by critical thinkers.
- Students can apply their strong creative problem-solving skills developed in visual art to any career they eventually pursue.

## 21st Century Skills

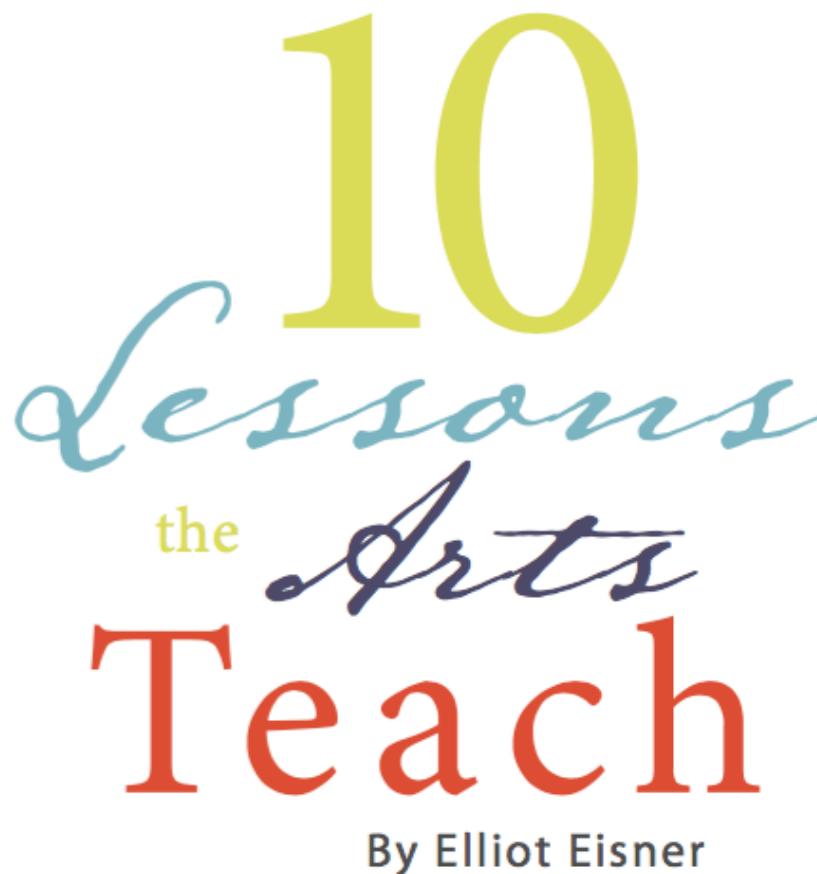
- Creativity
- Critical thinking
- Communication
- Collaboration

College and career readiness

# Reflecting on Conceptual Shifts

Following their K-12 education, our students will move on to pursue a variety of careers.

How can a strong art education grounded in the structural and conceptual framework of the new standards help prepare them?



# Rest Stop Two: Discuss

Identify the domain, foundation, and grade level for the following media arts standard:

Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals.

# Rest Stop Two: Review

Identify the domain, foundation, and grade band for the following media art standard:

Demonstrate the skillful adaptation and combination of tools, styles, techniques, and interactivity to achieve specific expressive goals.

**HS2.MA.P2.C**

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# Structure of the Standards

# Structure

**Domain**

**Enduring Understandings**

**Essential Questions**

**Foundation**

**Standard**

# Standard Sample

## Domain

Create

## Enduring Understandings

People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

## Essential Questions

How do artists and designers create works of art or designs that effectively communicate?

## Foundation

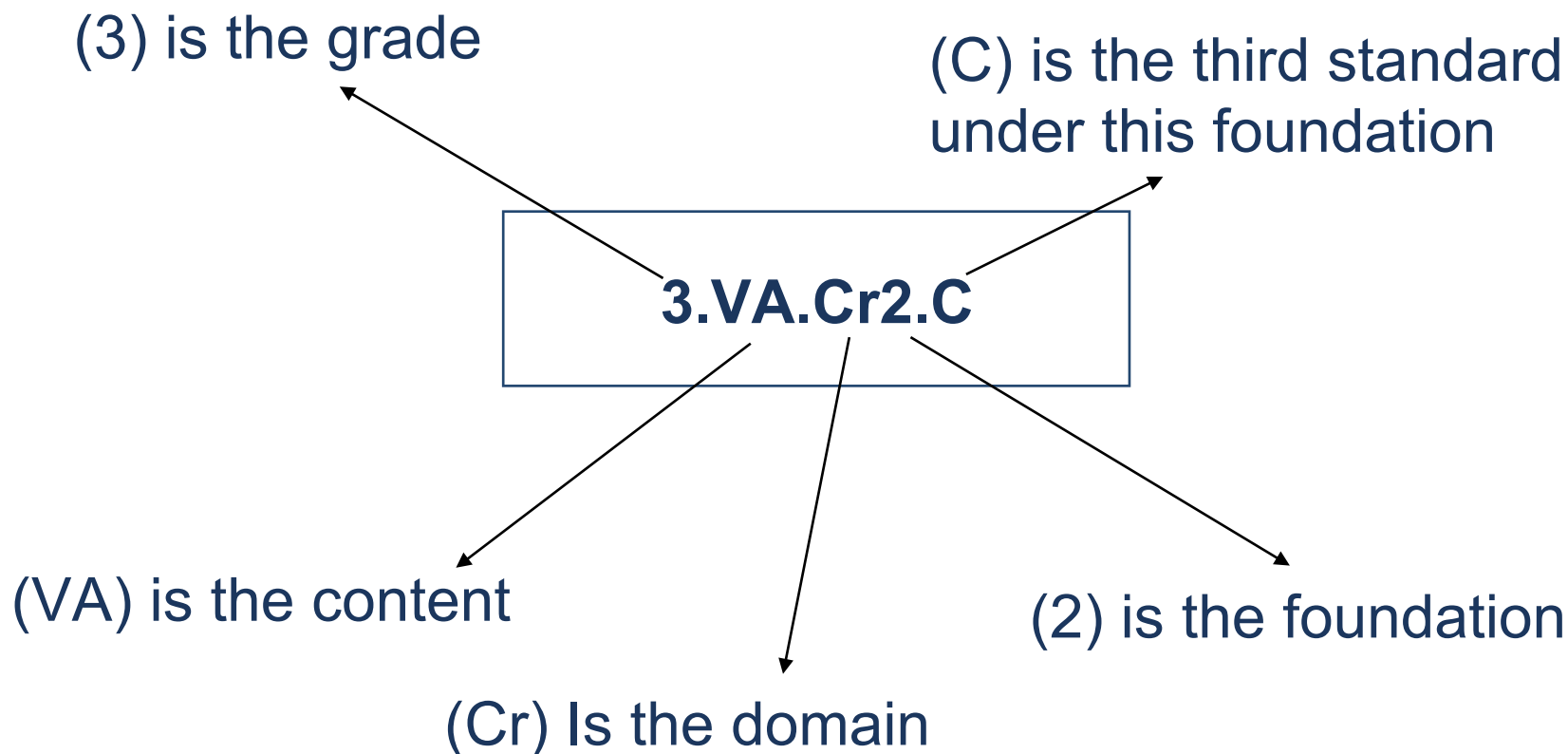
Cr2 Organize and develop artistic ideas and work

## Standard

Individually or collaboratively construct visual representations of objects or places from everyday life.



# Coding



# Domain

Create (C)

Present, Produce, Perform (P)

Respond (R)

Connect (Co)

# Foundations

CREATE	PRESENT PERFORM PRODUCE	RESPOND	CONNECT
1. Generate and conceptualize artistic ideas and work.	1. Select, analyze, and interpret artistic work for presentation.	1. Perceive and analyze artistic work.	1. Synthesize and relate knowledge and personal experiences to artistic endeavors..
2. Organize and develop artistic ideas and work.	2. Develop and refine artistic work for presentation.	2. Interpret intent and meaning in artistic work.	2. Relate artistic ideas and works with societal, cultural, and historical contexts
3. Refine and complete artistic work.	3. Convey and express meaning through the presentation of artistic work.	3. Apply criteria to evaluate artistic work.	

# Enduring Understandings in Visual Art

- Link individual standards back to big ideas
- Will be explored and revisited throughout students' education

## **DOMAIN: Create**

### **Foundation Cr2**

Organize and develop artistic ideas and work

### **Enduring Understandings**

People create and interact with objects, places, and design that define, shape, enhance and empower their lives.

# Essential Questions in Visual Art

- Designed to inspire authentic exploration of concepts
- Connect the content of the standards with enduring understandings
- Are intentionally open-ended; therefore, answers are likely to evolve over time

# EU and EQ Visual Art Example

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work

### Enduring Understandings

People create and interact with objects, places, and design that define, shape, enhance and empower their lives.

### Essential Questions

How do objects, places, and design shape lives and communities?  
How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works or art or design that effectively communicate?

# Enduring Understandings in Media Arts

- Link individual standards back to big ideas
- Will be explored and revisited throughout students' education

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work

### Enduring Understandings

Media artists organize and develop creative ideas, plans, and models that can effectively realize and communicate artistic vision.

# Essential Questions in Media Arts

- Designed to inspire authentic exploration of concepts
- Connect the content of the standards with enduring understandings
- Are intentionally open-ended; therefore, answers are likely to evolve over time



# EU and EQ Media Arts Example

## **DOMAIN: Create**

### **Foundation Cr2**

Organize and develop artistic ideas and work

### **Enduring Understanding**

Media artists organize and develop creative ideas, plans, and models that can effectively realize and communicate artistic vision.

### **Essential Questions**

How do media artists organize and develop ideas and models to achieve the desired end product?

# Reflection

What have you learned this morning?

- Something new
- Yes, and...

# Break Time



Time for a break. See you in 15 minutes.

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# Mindset and Pedagogy

# Literacy in the Visual and Media Arts

## Textual

Textual literacy is a term that has traditionally been used to describe reading, writing, and analyzing written text.

## Artistic

Artistic literacy is the knowledge and understanding required to participate authentically in the visual arts.

## Visual

Visual literacy is developed as a result of intentional practice in effectively finding, interpreting, evaluating, using, and creating images and visual media.

# Growth Mindset

- An outlook that opportunities exist
- Key researcher: Carol Dweck
- Fixed vs. growth

Students

Teachers

Teachers  
about  
Students

# Pedagogy: Studio Habits

## Studio Habits of Mind

- Eight practices
- Key research: Harvard Project Zero
- Background: Longitudinal study of how students learn and teachers structure learning in visual art classes

# Pedagogy: Studio Habits Handout

## Studio Habits of Mind

Envision

Stretch and Explore

Express

Understand the Art  
Community

Reflect

Engage and Persist

Observe

Develop Craft



# Studio Habits and Growth Mindset

Envision	If my first plan didn't work, I thought I might try...
Express	My work shows that I...
Reflect	I can learn from...
Observe	Something I have not noticed before is...
Stretch and Explore	My mistake helped me...
Understand the Art Community	Collaborating with others is valuable when...
Engage and Persist	I worked through a challenge by...
Develop Craft	My skills can improve if I try...

# Studio Habits and Our Standards

Standard → Do → Know → Understand

Essential  
Questions

Enduring  
Understandings

Studio  
Habits

# Activity: Studio Habits

- Work in pairs/small groups to identify places where the studio habits are embedded in the standards.
- Use the foundation/studio habit crosswalks to note your findings.

# Reflection Moment

- What's new?
- How will this impact your teaching?
- How will this impact your students?
- How will this affect communication with administrators?

# Housekeeping

- Lunch 11:30 a.m.-12:45 p.m.
- Afternoon sign-in will be in our room.
- Lunch suggestions?
- Remember to add Post-its to the parking lot if questions or thoughts come to mind while you are eating lunch.
- Other important announcements that may come up....

# Lunch



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# Deconstructing the Standards

# Rest Stop Three: Discuss

Identify the domain, foundation, and grade level for the following visual art standard:

Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.



# Rest Stop Three: Review

Identify the domain, foundation, and grade band for the following visual art standard:

Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.

**HS1.VA.R3.A**

# Deconstructing a Standard: Practice 1

Deconstruct this visual art standard using the **KUD** to pull it apart.

**Domain:** Respond

**Foundation:** Apply criteria to evaluate artistic work.

**Standard: HS1.VA.R3.A** - Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.

- What will the student **know**?
- What will student **understand**?
- What will the student be able to **do**?

# Deconstructing Your Standard: Debrief 1

**HS1.VA.R3.A** - Establish relevant criteria and apply them to an evaluation of a work of art or collection of works.

Student will (do)	What is the task at hand?	What do observers see when the students are engaged?
In order to (know)	What skills/facts are being introduced/reinforced?	What do the students say when asked, "What are you learning?"
Highlighting that (understand)	What concepts are being developed?	What do students say when asked, "Why is learning this important?"

# Deconstructing a Standard: Practice 2

**Domain:** Connect

**Foundation:** Relate artistic ideas and works with societal, cultural, and historical contexts.

**Standard: 7.VA.Cn2.A-** Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources, and cultural uses

- What will the student **know**?
- What will the student **understand**?
- What will the student be able to **do**?

# Deconstructing Your Standard: Debrief 2

**7.VA.Cn2.A** Relate artistic ideas and works with societal, cultural, and historical contexts.

Student will (do)	What is the task at hand?	What do observers see when the students are engaged?
In order to (know)	What skills/facts are being introduced/reinforced?	What do the students say when asked, “What are you learning?”
Highlighting that (understand)	What concepts are being developed?	What do students say when asked, “Why is learning this important?”

# Deconstructing Your Standard: Independent Practice

**Domain, Foundation, and Standard:** Your choice

- What will the student **know**?
- What will the student **understand**?
- What will the student be able to **do**?

# Deconstructing Your Standard: Independent Practice Debrief

Choice of standard		
Student will (do)	What is the task at hand?	What do observers see when the students are engaged?
In order to (know)	What skills/facts are being introduced/reinforced?	What do the students say when asked, “What are you learning?”
Highlighting that (understand)	What concepts are being developed?	What do students say when asked, “Why is learning this important?”

# Break Time Two



Time for a break. See you in 15 minutes.



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**Planning**

# Connections to Instructional Planning

## Strategies

- Understanding by Design (UbD)
- Aligning units and lessons with standards
  - Sustain
  - Modify
  - Eliminate

# Connections to Assessment Planning

- Assessment **OF** is summative – a judgement.
- Assessment **FOR** is to inform teachers in what direction they should go with their instruction.
- Assessment **AS** instruction informs students where they are in reaching the goals for the standard.
- Assessment is **ongoing**, continues to inform instruction, and is not the end goal.

# Connections to Assessment Planning: Standard Example

**3.VA.Cr1.B:** Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

What will students...

- Know:
- Understand:
- Do:

# Connections to Assessment Planning: Post-It

**3.VA.Cr1.B:** Apply knowledge of selected resources, tools, and technologies to investigate personal ideas through art-making.

- Assessment **OF** is summative – a judgement.
- Assessment **FOR** is to inform teachers in what direction they should go with their instruction.
- Assessment **AS** instruction informs students where they are in reaching the goals for the standard.

# Mindset and Pedagogy Reflection

Areas of consideration when working on instructional and assessment plans:

## Presenting Instructional Content

- Incorporate strategies beyond teacher demonstrations.
- Develop mindset of the student as the artist and the one who needs to be doing the work.
- Balance conceptual and skill development.

## Activities, space, and materials

- Consider level of student engagement.
- Consider ways to arrange the work space to allow for student choices.
- Balance instruction and experimentation.

## Academic Feedback

- Consider strategies for feedback opportunities including: Teacher to student, Student to teacher, Student to student

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**Takeaways**

# Wrap Up

## Goals for Implementation in Year One:

- Teachers will know and teach all of their grade levels' standards.
- Students will be engaged with each of the four domains and 11 foundations.
- Teachers will demonstrate intentional focus on conceptual learning while maintaining capacity toward students' skill development.



# Contacts and Resources

- [TDOE](#)
- [Tennessee Art Education Association](#)
- [Tennessee Arts Academy](#)
- [Tennessee Arts Commission](#)
- [National Art Education Association](#)
- Higher Education Community
- [National Core Arts Standards](#)



*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**