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### **Introduction to Standards for Teaching and Learning in the Arts**

BAC AIE programs build upon the New York City Blueprint for Teaching and Learning in the Arts goals and frameworks and the New York State Learning Standards for the Arts. While we hold our Teaching Artists responsible for reading and reviewing these documents (see <http://www.brooklynartscouncil.org/documents/968>) we have created this document to serve as an introduction to and/or, for those already familiar, brief refresher on, these guidelines. Ultimately, the use of these frameworks contributes to the creation of effective arts programs that have recognizable goals and means for evaluation.

The Blueprint offers a standards-based approach to arts education for students ranging from grades K-12. Created through collaboration between educators and leaders in the arts and cultural sectors, the guidelines are organized according to grade level, with benchmark years identified at Grade 2, Grade 5, Grade 8 and Grade 12, and art specialization, including visual, music, dance, and theater. The publications recognize five different aspects of arts instruction—referred to as “strands”—that together compose a complete and successful arts program. These are:

- **Art (Theater, Dance, Music...) Making**: The skills, techniques, and knowledge of various arts making with which students should be familiar.
- **Literacy**: The vocabulary and language skills the students should possess as related to the particular arts expression addressed.
- **Making Connections**: Students should be able to make connections between the art forms and themselves as well as the relevant social and historical context. They should be able to extract key ideas from the arts and apply them to the greater world.
- **Community and Cultural Resources**: Students should be engaged with local institutions and other community resources to both encourage exploration of how the arts compose a vital part of community health and development, and enrich arts instruction in the classroom.
- **Careers and Lifelong Learning**: The promotion of the arts as a source of lifelong enjoyment and appreciation as well as the ability to take lessons learned from the arts (goals setting, planning) and apply them to all areas of learning.

The Blueprint—designed to be read both across the benchmark grade level, comparing all five strands for each media, and down through each benchmark year to illustrate the development of arts from grade levels K-12— offers sample activities and lessons.

Although the Blueprint is quite comprehensive, it does not include information on the literary arts. For this reason, BAC AIE literary teaching artists should refer instead to the New York State English Language Arts Learning Standards (see <http://www.brooklynartscouncil.org/documents/968>). Four standards are recognized by the New York State Department of Education. They are briefly reviewed below:

- **Standard 1**: Students will read, write, listen and speak for *information and understanding*.

BAC AIE Blueprint and New York State Standards

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- Standard 2: Students will read, write, listen and speak for *literary response and expression*
- Standard 3: Students will read, write, listen and speak for *critical analysis and evaluation*.
- Standard 4: Students will read, write, listen and speak for *social interaction*.

Each standard is additionally divided into *Listening and Reading* and *Speaking and Writing*, at the elementary, intermediate and commencement levels.

The *Introduction to Blueprint for Teaching and Learning in the Arts/ New York State Learning Standards for the Arts* charts include examples of all these arts disciplines, with activities that correspond to each of the five strands where the Blueprint can be applied. A breakdown of a literary arts program is also included, with activities designed according the New York State Standards. Both BAC and examples of individual teaching artists' goals are also listed for each activity, to illustrate how these objectives complement one another. Hopefully, you will find these documents useful both as you plan your own lessons and as you evaluate the success of your efforts.