

NYSSMA — Curriculum Committee
Standards Crosswalk

<p style="text-align: center;">National Arts Standards 1994</p>	<p style="text-align: center;">NYS Learning Standards for the Arts 1996</p>	<p style="text-align: center;"><i>New</i> National Core Arts Standards 2014</p>
<p>Reaction to <i>Goals 2000: Educate America Act</i>, 1992 (arts are core)</p>	<p>1996 Board of Regents (via SED) orders all Regents’ diploma courses to conform to Learning Standards of 1992</p>	<p>Research based, benchmarked internationally, aligns w/21st Century Skills; aligns w/College-Career Readiness</p>
<p style="text-align: center;">9 Standards</p> <ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music 2. Performing on instruments a varied repertoire of music 3. Responding to and analyzing works of art 4. Understanding the cultural dimensions and contributions of the arts 5. Reading and notating music. 6. Listening to analyzing, and describing music 7. Evaluating music and music performances 8. Understanding relationships between music, the other arts, and disciplines outside the arts 9. Understanding music in relation to history and culture 	<p style="text-align: center;">4 Standards</p> <ol style="list-style-type: none"> 1. Creating, performing and participating in the arts 2. Knowing and using arts materials and resources 3. Responding to and analyzing works of art 4. Understanding the cultural dimensions and contributions of the arts 	<p style="text-align: center;">4 Artistic Processes</p> <p style="text-align: center;">Creating (Conceiving & developing new artistic ideas and work)</p> <p style="text-align: center;">Performing (Realizing artistic ideas and work through interpretation and presentation)</p> <p style="text-align: center;">Responding (Understanding and evaluating how the arts convey meaning)</p> <p style="text-align: center;">Connecting (Relating artistic ideas and work with personal meaning and external context)</p>

Supported by Achievement Standards	Supported by Performance Indicators	Supported by Model Cornerstone Assessments, Enduring Understandings, Essential Questions 11 Anchor Standards
Organized by level: K-4 5-8 9-12 Proficient 9-12-Advanced	Organized by level: Elementary Intermediate Commencement-General Education Commencement-Major Sequence	Organized by instructional groupings: -PreK-8 (General Music) -Composition/Theory -Technology Proficient - graduation requirement Accomplished - participation throughout high school Advanced - pre-college -Ensemble -Guitar/Harmonizing Insts. Novice – beginner Intermediate - gr. 8 Proficient Accomplished Advanced
Paper, booklet format		Web based (may be printed), customizable for your discipline and level
Connections are provided between content, concepts and practices		Artistic literacy promotes personal meaning, depth and rigor of music instruction and learning
Permanent document as published		'evergreen' – can be updated digitally
Content / skill driven		Concept driven
Organized by standard		Presented sequentially
Assessment in separate publications		Web based Model Cornerstone Assessments