



## COMMON CORE'S BASIC SET OF CONCEPTS Arts Adapted

The structure of Common Core is built from Cognitive Strategies and Anchor Standards. The individual grade level standards are merely variations of the Anchor Standards and expand out from them.

I have summarized the most important concepts along with highlighting the “high value key terms” that are most often referenced throughout Common Core standards. If you review Common Core standards you can see, most, if not all, of the relevant concepts inherent in all grade-level standards can be boiled down to these few pages. The initial sentences under each Anchor Standard heading reflect what is expected of students in the lower grades and succeeding sentences relate to what is expected of students as they progress on their educational journey. Thus, one should essentially focus on the select concepts outlined below when constructing lesson plans and activities.

The fact that our society and economy are becoming increasingly arts-infused underscores the need to adapt arts practice to meet the expectations inherent in Common Core. The very skills that artists have applied over centuries are embedded in the elements (highlighted in **bold**) that must be understood and employed within the context of Common Core.

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### ELA ANCHOR STANDARDS, Arts Adapted:

#### Study of Artistic Products (i.e. “Read”)

##### Key Ideas and Details

1. Ask students what do they see or hear in a work of art and answer questions about **key details** of what they see and/or hear. Observe works of art that deliver **narrative** and be able to answer questions such as *who, what, where, when, why,* and *how* in order to **demonstrate understanding** of **key details** in the story. Ask and answer questions to **demonstrate understanding** of a work of art, referring **explicitly** to the work as the basis for the answers. **Refer** to or **cite** details and examples in a work of art when **explaining** what the work of art conveys **explicitly** and when drawing **inferences** from it. **Cite** strong and thorough **evidence** from a work of art to support **analysis** of what the work conveys **explicitly** as well as **inferences** drawn from its content.
2. With prompting and support, have students retell the story of a narrative work of art. Have them **demonstrate** their **understanding** of the **central message** or lesson. **Recount narratives** from diverse cultures and determine their **central message**, lesson or moral. **Explain** how it is illustrated through **key details** and **summarize** the content. Select a particular period style of art and **analyze** in detail its development over the course of time, including social circumstances, how it was shaped by specific influences; provide an objective **summary** of the period. **Determine** the **theme** of a work of art and **analyze** its

**development** through the course of the work, including its relationship to the characters, setting and plot; provide an objective **summary** of the work.

3. Have students **identify** characters, settings, and major events in a narrative work of art. **Describe** how characters in a **narrative** work of art respond to major events and challenges. **Explain** how their actions drive the plot of the story. **Describe** in depth a character, setting or event in the story drawing on specific **details**. **Compare and contrast** two characters, settings, of events in the **narrative**. **Analyze** how particular elements in a work of art **interact**; how particular sections of dialogue propel the plot, reveal aspects of a character, or lead to climax or resolution. **Analyze** the impact of a creator's choices regarding how to **develop** and relate elements of the story.

### Craft and Structure

4. Ask and answer questions about unknown words and terms used in a **narrative** work of art. Ask and answer questions about words that suggest feelings or appeal to the senses. **Describe** how words and phrases are used to enhance **meaning** in a work of art; paying attention to the use of literal and non-literal, **connotative** or **figurative language**, including those that allude to characters found in mythology. **Analyze** the use of literary devices (e.g. analogy or allusion) or references to other texts; **analyze** the cumulative impact of the artist's choices.
5. **Recognize** common types of texts used in works of art (e.g. poems, lyrics, scripts, screenplays) and those that provide information about them. Describe the **structure** of common types of stories using domain-specific terminology. **Explain** differences and **structural** elements of different types of stories. **Explain** how a series of scenes fit together to provide an overall **structure**. Analyze the form of, or within, a specific work of art and how it contributes to its **meaning**. **Compare and contrast** the **structure** of two or more works of art and **analyze** how the differing **structures** contribute to the **meaning** and style; how the artist's choices with **structure** create an intended reaction in the audience.
6. **Identify** the director, playwright, and designer of a short play or scene from a play, musical, or opera and define the role of each in telling the story as **narrative**. **Identify** two or more characters' points of view in the same story as told through a work of art; **identify** differences in characters' points of view as illustrated by inflection, posture, facial expression, and behavior. **Compare and contrast** the interpretations of two singers or actors portraying the same role; **analyze** a character's motivation as illustrated by their behavior. **Explain** how an artist **develops** a particular point of view on a topic or a conceptual approach to an artistic work and **develop** differences between characters. **Analyze** how an artist evokes audience reactions by creating effects such as suspense or humor. **Analyze** a particular cultural experience reflected in work of art outside the United States. **Analyze** an example of understanding a work of art that requires knowing what is directly conveyed and what is really meant.

## Integration of Knowledge and Ideas

7. Describe the relationship between the setting or costumes to the characters and or moments in which they appear in a story. Create illustrations to describe a story. Use visual elements in the conveying of a story to **demonstrate understanding** of characters, setting, or plot. Make connections between the text of a story and visual images of that story. **Compare and contrast** the reading a dramatic work with listening to or viewing a recorded performance of that text; do the same with the text's equivalent in other artistic genres. **Analyze** the extent to which a filmed or live performance of the text stays faithful to or departs from it; **analyze** what is emphasized or absent in each treatment depending upon the art form.
8. **Delineate** and **evaluate** the artist's point of view or concept concerning the subject of his or her work of art by providing **evidence** from the work and the artist's comments to back up your **evaluation**.
9. **Compare and contrast** the adventures and experiences of characters in familiar stories as illustrated by works in various artistic genres. **Compare and contrast** two or more versions of the same story by different creators or from different cultures; **compare and contrast themes** as illustrated in different forms from myths or traditional folklore. **Compare and contrast** a fictional portrayal of a setting or character and a contemporary historical account as a means of understanding how artists use or alter history; **analyze** how artistic works draws on myths, traditional stories or religious works in the process of creating original stories. **Demonstrate** knowledge of foundational artistic American artists throughout history, including how two or more works from the same period treat similar **themes** or topics.

## Range of Study, Analysis of Complexity in Artistic products

10. Actively engage in group improvisations that result in short sequences of dialogue based upon specific prompts in order to develop an **understanding** of setting and motivation. Read aloud from selected texts that include adverbial modifiers that provide direction as to appropriate vocal inflection when reading. Actively engage in the creation of original dialogue and lyrics on a variety of topics. **Comprehend** works from different art forms in varying degrees of complexity.

## Study of Artistic Products for Informational Content

**Note: The standards in this section are mostly variations of the Study of Artistic Products (above) and only differ in reference to information *about* a work of art instead of only focused on the work itself.**

### **Key Ideas and Details**

1. Students should refer to details, what the information conveys **explicitly** and what can be **inferred** from and through a work of art; cite strong and thorough **evidence** from that information.
2. Determine the **main subject** and **key details** conveyed by information about a work of art. Ask and answer **key details** conveyed by information from or about a work of art; **summarize** the work's content distinct from personal opinion or judgment. Select a particular period style of art and **analyze** information conveyed about the social circumstances that affected its development.
3. **Describe** the connection or relationship between human subjects and events depicted in a work of art. **Describe** the information known about an historical event and the information presented in an artistic depiction of that event. **Explain** information about events, ideas, or concepts presented in a work of art. **Analyze** in detail information presented in a work of art about a character, event, or idea that is **developed** by the artist; how the artist presents information in order to convey a particular belief or point of view.

### **Craft and Structure**

4. Ask and answer questions about unknown words in an informational text from or about a work of art. **Determine** and **define** domain specific terms found in text from or about a work of art; **analyze** the impact of specific word choices on meaning and emotional effect such as in critics' reviews of works of art (e.g. a performance).
5. **Determine** the difference between a painter, a composer, a playwright, and choreographer; a designer, a musician, an actor, and a dancer; **determine** the different types of information conveyed by each art form; use domain-specific terms when describing a work of art.
6. Name the various creators of visual, aural, or kinesthetic works of art and define each of their roles. **Analyze** how the artist in each art form uses specific information in order to contribute to the develop of a story, event, or idea; **compare and contrast** the different ways two artists in an art form use the same information to convey a concept or point of view.

## Integration of Knowledge and Ideas

7. **Describe** the information conveyed by the text of a dramatic work and the information conveyed visual images, such as those found in set and costume designs. How do the visual images contribute to an understanding of the story? **Draw on** and use information gained through visual images to demonstrate understanding of characters, setting, and/or plot; **interpret** that same information and explain how it contributes to an overall understanding of the work; **integrate** this information in order to explain and overall understanding of the work. **Compare** the text of a script or screenplay with its treatment as a video or live performance of the same content; **analyze** the various accounts of a subject as conveyed in different artistic mediums.
8. **Identify** ways in which designers use set design, props, or costumes to support key aspects of the story. **Determine** the purpose of what an artist includes in their work of art to enhance the audience's understanding; **explain** how the artist uses tools and techniques to emphasize certain aspects of his/her work; identify a critic's specific opinions in a critic's review of a work of art (e.g. a performance), **assessing** whether the critic's reasoning is sound, if the **evidence** presented is relevant and sufficient to support the critic's conclusions. **Evaluate** the artist's point of view or concept concerning the subject of his or her work of art by providing **evidence** from the work to back up your evaluation; **identify** false statements and fallacious reasoning in commercial advertising.
9. **Identify** similarities and differences between two versions of the same story. **Compare and contrast** the most significant elements in two different productions of the same story or works on the same subject; **integrate** information from two artistic works on the same subject in order to speak about the subject knowledgeably. **Draw evidence** from multiple sources about the **meaning** of a work of art. **Compare and contrast** two artists' treatment on the same topic and what **key information** they provide in order to shape their works of art.

## Range of Study and Level of Complexity

10. Actively engage in pretend story-building games that have a beginning, middle, and end. Read informational texts about various art forms. Study and **comprehend** the content of a range of artistic works; also works that deal with social themes and historical contexts.

## Study of Artistic Products: Foundational Skills

**Note: In grades K through 5, students need basic information on structure, tools, and the types of materials used in various art forms.**

### **Structure, Tool and Material Recognition**

1. Recognize and understand the use of the specific tools and materials used in several art forms. Be able to **demonstrate** the basic use of essential tools and materials employed in the creation of artistic works from different art forms.
2. Learn the **structural** components of a given art form.
3. Be able to observe, think about, and **analyze** what you see, hear, or read in a work of art. Ask questions based upon what you carefully observe and provide answers based upon what you learn about a specific work of art. **Analyze** and express your opinions on what you have observed and learned.

### Standards for Artistic Creation (i.e. "Write")

#### **Types of Art and Purposes**

1. Have students state an opinion about a work of art they have experienced. Prompt the asking of questions about a selected kinesthetic, visual, or aural work of art. Students can use a combination of drawing, dictating, or writing to express an opinion about a work of art they have experienced focusing on what they felt or thought about the work; include reasons, examples, and **evidence** to support that opinion.
2. Have students use drawing, dictating, or writing to express what they think about or feel about a specific work of art. Create artistic products to communicate specific **meaning**, create emotional connections with, and convey conceptual ideas to an audience. Present explanatory information, based on facts, on an artistic work of their choice through the selection of the work, organization of the presentation, and **analysis** of the work.
3. Use a combination of drawing, dictating, or writing to narrate a single event or several loosely linked events from their own lives. Tell about the events in order in which they occurred and their reaction to what happened. Create **narrative** artistic products to develop imagined experiences and events.

#### **Production and Distribution of Artistic products**

4. Produce artistic products, visually, aurally and kinesthetically, as well as artistic products that are based on text on topics that are important to the students in which the development, organization and style are appropriate to task, purpose, and audience.

5. Respond to suggestions from peers as to what details can be added to an initial artistic effort to increase its effectiveness. Develop artistic products by planning, revising, editing, reworking or by trying a new approach, focusing on addressing what is most significant for a **specific** audience or purpose.
6. Use technology, including the Internet and related software programs (e.g. *Inspire Pro*, *Garageband* iPad painting and music applications) to produce and distribute artistic products, and to **interact** and **collaborate** with others. **Collaborate** and **interact** with others to create a multi-discipline production of theatre, dance, or music-theatre. Take advantage of technology's capacity to link to other information.

### Research to Build and Present Knowledge

7. Participate in shared research projects on a selected composer, visual artist, cartoon series, video game, or television program and express opinions about them. Discover how works of art in different art forms **compare** in their treatment of a common subject, **theme**, or topic. **Conduct research** in order to create an artistic product that **demonstrates understanding** of a chosen topic or subject by **synthesizing** multiple sources of information.
8. **Recall** information from provided works of art to answer a question. Gather and **integrate** relevant information from multiple sources to effectively communicate ideas, **meaning** or points of view through the creation of an artistic product.
9. **Draw on evidence** from multiple sources to support the **meaning**, ideas, and points of view being communicated through an original work of art.

### Range of Artistic Creation

10. Create a variety of artistic products routinely over extended time frames individually or in collaborative groups for a range of tasks, purposes, and audiences.

## **Standards for Performing and Experiencing Artistic Products** (i.e. “Speak” and “Listen”)

### **Comprehension and Collaboration**

1. Prepare for and participate effectively on a range of artistic genres and **collaborations** with diverse partners, building on others’ ideas and expressing their own clearly and effectively.
2. Confirm understanding of stories present in diverse genres, media, and formats including visually, aurally, and kinesthetically, as well as works based on text, by asking and answering questions about **key details** and requesting clarification if something is not understood. **Recount** or **describe key ideas** and **details** presented by works of art. Ask and answer questions about **key details** and request clarification if something is not understood. **Integrate, analyze, interpret** and convey information and **meaning** as conveyed in a variety of works of art. **Summarize** stories presented in diverse artistic genres. **Analyze** an artist’s motives and approach to their work of art.
3. **Analyze** an artist’s choice of subject or topic, and their use of **structure** and artistic tools. Ask and answer questions about why certain **details** were chosen by an artist in their work of art. **Analyze** an artist’s choice of topic and their use of tools and **structure**. **Evaluate** and **summarize** an artist’s point of view conveyed by their work of art. **Distinguish** between fact and the artist’s own imaginings.

### **Presentation of Knowledge and Ideas**

1. Create and present aural, visual, or kinesthetic works of art that feature familiar characters, settings, and events from students’ own experiences. Perform an original monologue to tell clear line of reasoning with organization, development and style that are appropriate to
2. Create drawings or other visual displays to illustrate chosen details from provided stories. Create artistic products in a variety of genres that tell a story or recount personal experiences that clarify ideas, thoughts, and feelings. Integrate multi-media components to highlight particular ideas, information, or concepts.
3. Express feelings or emotions through melody, movement, images, or words. Adapt elements of an artistic product to a variety of contexts demonstrating command of appropriate technique and use of artistic tools.