

Michigan Merit Curriculum

Credit Guidelines



VISUAL, PERFORMING, AND APPLIED ARTS

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Welcome

This guide was developed to assist teachers in successfully implementing the Michigan Merit Curriculum. The identified content expectations and guidelines provide a useful framework for designing curriculum, assessments and relevant learning experiences for students. Through the collaborative efforts of Governor Jennifer M. Granholm, the State Board of Education, and the State Legislature, these landmark state graduation requirements are being implemented to give Michigan students the knowledge and skills to succeed in the 21st Century and drive Michigan's economic success in the global economy. Working together, teachers can explore varied pathways to help students demonstrate proficiency in meeting the content expectations and guidelines.

Curriculum Unit Design

One of the ultimate goals of teaching is for students to acquire transferable knowledge. To accomplish this, learning needs to result in a deep understanding of content and mastery level of skills. As educational designers, teachers must use both the art and the science of teaching. In planning coherent, rigorous instructional units of study, it is best to *begin with the end in mind*.

Engaging and effective units include

- appropriate content expectations
- students setting goals and monitoring own progress
- a focus on big ideas that have great transfer value
- focus and essential questions that stimulate inquiry and connections
- identified valid and relevant skills and processes
- purposeful real-world applications
- relevant and worthy learning experiences
- varied flexible instruction for diverse learners
- research-based instructional strategies
- opportunities for teachers and students to work collaboratively with peers
- explicit and systematic instruction
- adequate teacher modeling and guided practice
- substantial time to review or apply new knowledge
- opportunities for revision of work based on feedback
- student evaluation of the unit
- culminating celebrations

Relevance

Instruction that is clearly relevant to today's rapidly changing world is at the forefront of unit design. Content knowledge cannot by itself lead all students to academic achievement. Classes and projects that spark student interest and provide a rationale for why the content is worth learning enable students to make connections across content areas, between what they read and learn in school, their lives, and their futures. An engaging and effective curriculum provides opportunities for exploration and exposure to new ideas. Real-world learning experiences provide students with opportunities to transfer and apply knowledge in new, diverse situations.

Student Assessment

The assessment process can be a powerful tool for learning when students are actively involved in the process. Both assessment *of* learning and assessment *for* learning are essential. Reliable formative and summative assessments provide teachers with information they need to make informed instructional decisions that are more responsive to students' needs. Engagement empowers students to take ownership of their learning and builds confidence over time.

Sound assessments:

- align with learning goals
- vary in type and format
- use authentic performance tasks
- use criteria scoring tools such as rubrics or exemplars
- allow teachers and students to track growth over time
- validate the acquisition of transferable knowledge
- give insight into students' thinking processes
- cause students to use higher level thinking skills
- address guiding questions and identified skills and processes
- provide informative feedback for teachers and students
- ask students to reflect on their learning

Visual, Performing, and Applied Arts Goal Statement

The State Board of Education's expectation is that all K-12 students should achieve at the basic level in each of the visual, performing, and applied arts disciplines* and achieve proficiency in at least one of these disciplines by graduation from high school (State Board of Education, June 1998).

Central to each of the visual, performing, and applied arts is the artistic/creative process, i.e. a non-linear process characterized by iterative cycles* of exploration in which students attempt a variety of approaches and sustain a realm of possible results before completion. This process is important to the preparation of all students, throughout life and across careers.

For these reasons, the goal of the visual, performing, and applied arts credit guidelines is to ensure that all students have a foundation and experience in the complete artistic/creative process, and that they achieve competence in this process by the time they graduate from high school.

The Michigan Merit Curriculum one credit graduation requirement in the visual, performing, and applied arts is a minimum requirement. The Michigan Merit Curriculum provides students desiring additional credits in the visual, performing, and applied arts, the flexibility to select additional electives and to earn merit core credits through online courses, testing out, summer school, and other local options.

** Terms defined in the glossary at the end of this document.*

Introduction to Visual, Performing, and Applied Arts Credit Guidelines

The guidelines for the one credit graduation requirement in the visual, performing, and applied arts describe three strands within the artistic/creative process: Create, Perform/Present, and Respond.

The Artistic/Creative Process Model which follows the guidelines, more fully illustrates the dynamic cycles and multiple entry points to the artistic/creative process that is central to these guidelines and involves: observation, exploration, innovation, problem solving, application, skill development, creation, expression, communication, presentation, demonstration, reflection, and analysis before completion—all key to the artistic/creative process.

The skills and content addressed in these guidelines will, in practice, be woven together into a coherent and dynamic visual, performing, or applied arts curriculum.

These credit guidelines are aligned to Michigan Content Standards and Benchmarks, Career Cluster Mastery Grids and Program Guidelines for each of the visual, performing, and applied arts. These core state documents remain available to guide and support curriculum development at the local level.

These credit guidelines can be easily adapted to a specific visual, performing, or applied arts discipline and/or level of student proficiency.

Each student must satisfactorily master all guidelines specified in this document through one or more courses to meet the one credit graduation requirement in the visual, performing, and applied arts.

VISUAL, PERFORMING, AND APPLIED ARTS CREDIT GUIDELINES

To meet the one credit graduation requirement in the visual, performing, and applied arts, students will develop competence in the artistic/creative process by demonstrating proficiency in all of the following guidelines.

Strand I: Create (C)

The student will:

- C.1** Engage in full iterative cycles* of the artistic/creative process by problem seeking, exploring, making analytical, application, aesthetic, and design choices, before completion.
- C.2** Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental, and/or economic contexts of the visual, performing, or applied arts discipline.
- C.3** Understand, recognize, and use the elements, organizational principles, patterns, relationships, techniques, skills, and applications of the visual, performing, or applied arts discipline.
- C.4** Use the best available and appropriate instruments, resources, tools, and technologies to facilitate critical decision-making, problem solving, editing, and the creation of solutions.
- C.5** Reflect on and articulate the steps and various relationships of the artistic/creative process.

VISUAL, PERFORMING, AND APPLIED ARTS CREDIT GUIDELINES (CONT.)

Strand II: Perform/Present (P)

The student will:

- P.1** Apply the techniques, elements, principles, intellectual methods, concepts, and functions of the visual, performing, or applied arts discipline to communicate ideas, emotions, experiences, address opportunities to improve daily life, and solve problems with insight, reason, and competence.
- P.2** Demonstrate skillful use of appropriate vocabularies, tools, instruments, and technologies of the visual, performing, or applied arts discipline.
- P.3** Describe and consider relationships among the intent of the student/artist, the results of the artistic/creative process, and a variety of potential audiences or users.
- P.4** Perform, present, exhibit, publish, or demonstrate the results of the artistic/creative process for an audience.

Strand III: Respond (R)

The student will:

- R.1** Observe, describe, reflect, analyze, and interpret works of the visual, performing, or applied arts.
- R.2** Identify, describe, and analyze connections across the visual, performing, and applied arts disciplines, and other academic disciplines.
- R.3** Describe, analyze, and understand the visual, performing, or applied arts in historical, contemporary, social, cultural, environmental, and/or economic contexts.
- R.4** Experience, analyze, and reflect on the variety of meanings that can be derived from the results of the artistic/creative process.

ARTISTIC/CREATIVE PROCESS MODEL

As illustrated by iterative cycles of exploration before completion

The goal of the visual, performing, and applied arts graduation requirement is to ensure that all students have a foundation and experience in the complete artistic/creative process, and that they achieve competence in this process by the time they graduate from high school. To assist intermediate and local school districts in identifying or developing curricular offerings that allow each student to meet all of the credit guidelines, three strands have been identified: Create, Perform/Present, and Respond.

In practice, the artistic/creative process is always dynamic, wholly integrated, organic, and complex. The artistic/creative process draws upon skills, knowledge, and practices from each strand. Each stage of the process combines cognitive, affective, experiential, reflective, and analytical understanding. The artistic/creative process is non-linear and iterative, characterized by cycles of exploration in which the student/artist may attempt a variety of approaches while sustaining a realm of possible solutions before settling on a product or performance.

A student/artist may follow a variety of dynamic and iterative paths through the process, embodying several different guidelines at the same time. For example, a student may begin the artistic/creative process with opportunities, questions, or problems, such as:

- a contemporary issue high school students are facing (C.2, P.1);
- a way to improve daily life (C.2, P.1);
- information drawn from the historical context of a discipline (C.2, R.3);
- experimentation with a particular technology, tool, or instrument (P.2); or
- observation of a recurrent pattern within a specific discipline (C.3).

Depending on the visual, performing, and applied arts discipline and the materials or issues with which a student is working, at each stage of the process:

- the problems and questions a student asks will differ (C.2, P.3, R.1);
- the skills the student needs to acquire will vary (C.3-4, P.2, R.1, R.3);
- the critical decisions, edits, and solutions a student makes may change (C.4-5, P.2).

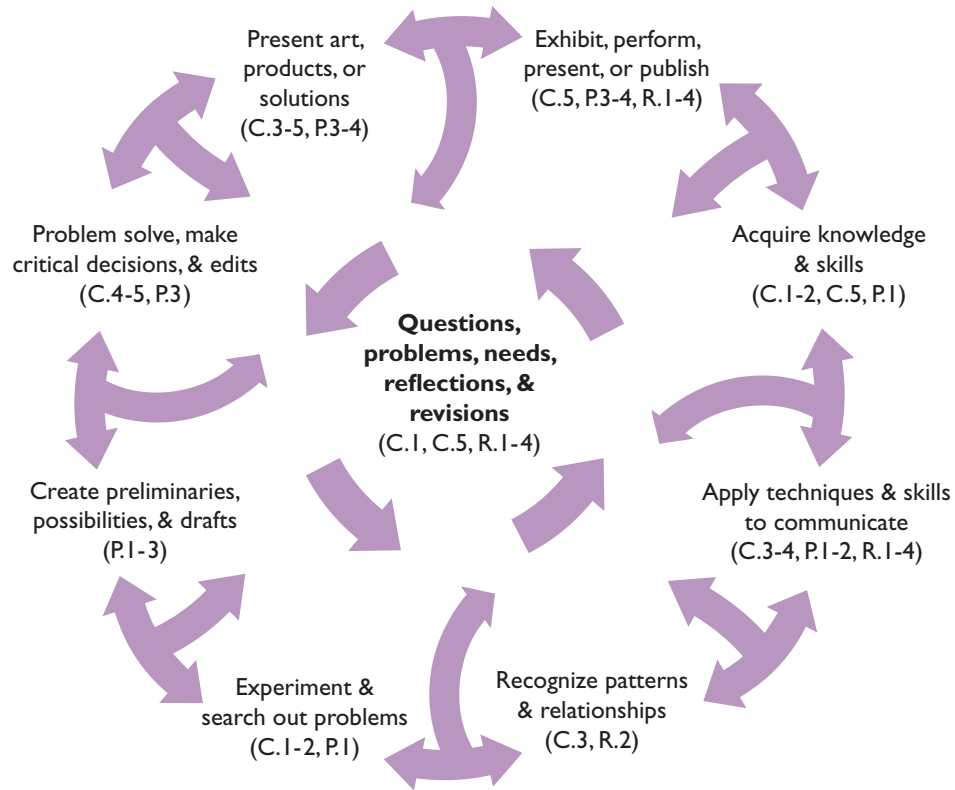
In other words:

- An exciting question may arise from viewing another student's or artist's exhibition, performance, or product (C.3-4, P.1-2).
- A student may experiment with several possible solutions to a problem (C.1, P.1) and that process may yield a new insight or several new attempts (P.1-3) before a presentation (C.4-5, P.3-4, R.1-4).
- The process may also raise new problems (C.2, P.3, R.2) that point the student in the direction of new knowledge, skills, and techniques (C.1, C.4, P.1).

In order to have a foundation and achieve competence in the artistic/creative process by the time they graduate from high school, students should experience various iterative and dynamic paths through the complete artistic/creative process and be able to describe and analyze the steps and their various relationships.

ARTISTIC/CREATIVE PROCESS CHART

As illustrated by iterative cycles of exploration before completion



Glossary

Applied arts: an inclusive term that refers to the application of design and aesthetics to the artistic/creative process and resulting in products of function and everyday use, such as ones that could be created through the Industrial Technology programs.

Iterative cycles: a process in which steps are revisited several times, in differing order, before finalizing results. This contrasts with a linear process in which each step is visited once in a single order. See the Artistic/Creative Process Model for an illustration and examples.

Performing arts: a broad category that includes dance, music, and theatre, recognizing that each of these encompasses a wide variety of forms and sub-disciplines.

Visual arts: a broad category that includes the creation of two and three dimensional works which are primarily visual in nature.

Visual, performing, and applied arts disciplines: those areas of study that engage students in the entire artistic/creative process as described within these credit guidelines.



Michigan Department of Education

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