

## **North Dakota State Standards (NDSS) & You:**

### **MAKING CONNECTIONS / Visual Arts**

**PRACTICAL training to prepare & motivate educators who will learn specific lesson structures that will optimize learning.**

**Attendees will examine the NDSS initiative through the eyes of a visual arts teacher and will:**

**9:30 – 11:30 AM**

- **Define and explain how visual arts correlates to students' academic performance (Research and information)**
  - Critical Evidence – How the Arts Benefit Student Achievement (National Assembly of State Arts Agencies <http://www.nasaa-arts.org/Publications/critical-evidence.pdf> )
  - Power of Art: Can painting improve your grades? (BBC News <http://youtu.be/GMeLRiGLJik> )
  - Synopsis of Arts Education Research (Perpich Center <http://www.mcae.k12.mn.us/index.php?section=arts-ed-academic-achievement>)
- **Draw alignments between visual arts content and the NDSS initiative.**
  - Findings suggest that the arts can play a critical role in the general culture of children's learning, providing more positive and meaningful connections with academic work, connections that may have ancillary effects on long-term learning motivation. (*2011 CAP study - How Arts Integration Supports Student Learning: Students Shed Light on the Connections*)
  - Arts Integration – Review Kennedy Center definition
- **Focusing on state standards, unpacking them and discussing what they mean.**
  - Review ND State Arts Standards - up for revision <http://www.dpi.state.nd.us/standard/content/varts.pdf>
  - Review new National Art Standards <http://nationalartsstandards.org/>
  - Connections between the Standards for Arts Education and ND State Standards <http://nccas.wikispaces.com/file/view/Common%20Core%20phase%202%20final%20report%207%2025%2014.pdf/518072182/Common%20Core%20phase%202%20final%20report%207%2025%2014.pdf>
    - The relationship between reading texts and responding to works of art.
    - The habits, skills, or methods of working found in the arts standards are reflected multiple times within the context of the description of mathematical problem solving.
    - Connections between art and scientific processes

**12:30 – 2:30 PM**

- **Modeling how to integrate NDSS into your daily lessons through Arts Integration**

- Create lessons that maximize visual arts time while addressing NDSS.
  - Assess student learning using a variety of evaluation tools and techniques.
  - Generate evidence of student learning using formative and summative assessments.
    - Hands-on Lesson Example: Arts Integrated lesson on Cell Structures and Visual Arts.
      - Backwards Planning
      - What's the Big Idea?
      - Aligning Learning objectives, standards and assessments in both the art and non-art curriculum
      - Scaffolding the process
      - Performance
      - Evaluation
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- Time will be allowed to unpack and integrate standards from your curriculum.

***\*\*We are asking that all participants bring three to four standards they are currently working on or will be working on next for the specific curriculum they are teaching.***