

---

## Fine Arts Standards

---

### The Background:

In winter 2016, a committee was selected to revise the Tennessee Academic Standards for Fine Arts Education, which were last reviewed in October 2010. Tenn. Code Ann. §49-6-1025 requires visual art and music instruction for grades K-8, but schools also offer courses in other disciplines.

- (a) The course of instruction in all public schools for kindergarten through grade eight (K-8) shall include art and music education to help each student foster creative thinking, spatial learning, discipline, craftsmanship and the intrinsic rewards of hard work.
- (b) Local boards of education are encouraged to fully implement the art and music standards adopted by the board of education through both art and music classes, as well as integration into other core academic subjects.

In addition, Tennessee graduation requirements stipulate one full credit of fine arts, and many students elect to focus concentration on sequential course offerings in multiple arts disciplines, including visual arts, dance, media arts, theatre, and vocal and instrumental music.

The educator advisory committee, assembled to review the standards, was composed of current K-12 arts education teachers, district-level coordinators, curriculum and instructional specialists, and higher education faculty. These 31 educators from across the state brought expertise in the disciplines of music (14), visual and media arts (8), theatre (5), and dance (3). Prior to the first committee meeting, an online survey created by the State Board in conjunction with the committee chair was posted on the State Board's website, to capture educator opinions on the current fine arts standards. This preliminary stakeholder feedback and data helped guide the committee's vision and goals for the revision work.

The educator committee convened in February 2016 and compiled the first draft of the fine arts standards during the next few months. From May 16, 2016 through June 3, 2016, the first draft of the new fine arts standards were posted to the State Board website for public feedback. During that time, over 100 reviewers left feedback on the draft standards. Additional edits and revisions were made to the standards based on those comments.

Standards reviewed in this process include the following subjects/courses:

- Dance, grades K-12
- Theatre, grades K-12
- Media Arts, grades K-12
- Visual Arts, grades K-12
- General Music, grades K-12
- Instrumental Music, grades 6-12
- Vocal Music, grades 6-12
- Music Theory, grades 9-12

Standards that moved to special courses during this process include the following courses:

- Class Guitar, grades 9-12
- Class Piano, grades 9-12
- Art History, grades 9-12
- Music History, grades 9-12

The Tennessee Academic Standards for Fine Arts Education document is divided into five (5) distinct sections, each representing the general fields of the arts: music, visual arts, media arts, theatre, and dance. There are standards that span grades K-12 in all five disciplines—although music has more diverse course options than the others.

The framework of the new draft standards was influenced by that of the National Coalition for the Core Arts Standards (NCCAS). In this new framework, all fine arts disciplines share four overarching domains and eleven foundations. The four distinct artistic processes, called domains, include *Create*, *Respond*, *Connect*, and *Perform/Present/Produce*. Each domain includes a series of ideas that unite the fine arts within those artistic processes, called foundations. The final layer in the framework is the standard. Each foundation includes standards that move students towards a deeper understanding of a particular arts discipline. Standards are the building blocks that form a comprehensive, sequential education and describe student learning. The new draft standards are organized in a way that brings more unity to all of the arts disciplines while maintaining the integrity of each specific content area.

**The Recommendation:**

The Department of Education recommends acceptance of this item on first reading. The SBE staff concurs with this recommendation.