

Instructional Standards and Competencies for Teaching Artists

What are standards and competencies? Why are standards and competencies important?

[Learning Standards](#) and [Learning Competencies](#) are concise, written descriptions of what students/participants are expected to know and be able to do at specific stages of their learning. Standards and competencies are also important indicators of the learning needs and abilities of participants at various stages of their artistic, intellectual, emotional, social, and physical development.

How can standards and competencies be used to enhance my work as an artist?

As planning tools, the standards and competencies can be useful in determining what students should know and should be able to do as a result of a residency, workshop, performance, or other arts learning activity. Learning standards and competencies can serve as useful planning models that demonstrate how to build upon previous experiences and how to prepare participants/students for the next level of arts learning.

STANDARDS

Listed below are resources that can provide a framework for designing learning experiences in and through the arts. Drawing on the theory of beginning with the end in mind, known in education circles as [Backward Design](#)—these frameworks can become building blocks for addressing what students are expected to learn and be able to do. By planning with the end in mind—teaching artists can design and implement arts-rich learning experiences that achieve their desired goals.

Maryland State Department of Education (MSDE) Fine Arts Standards

The [MSDE Fine Arts standards](#) identify outcomes that shape student learning and achievement in grades Prek-12 in **dance, media arts, music, theatre, and visual arts**. These standards are based on the National Core Arts Standards (see below) that are grouped by four artistic processes common to all artforms.

These standards are designed with the end in mind (grade 12). They outline the skills, knowledge, and processes that need to be developed at each grade level in order to achieve the final outcomes. The goals of the standards are to ensure deep and rich arts learning experiences as well as to inspire lifelong learning in the arts.

Cr	Pr	Re	Cn
Creating	Performing/ Presenting/ Producing	Responding	Connecting
- Anchor Standard #1. Generate and conceptualize artistic ideas and work. - Anchor Standard #2. Organize and develop artistic ideas and work. - Anchor Standard #3. Refine and complete artistic work.	- Anchor Standard #4. Select, analyze and interpret artistic work for presentation. - Anchor Standard #5. Develop and refine artistic techniques and work for presentation. - Anchor Standard #6. Convey meaning through the presentation of artistic work.	- Anchor Standard #7. Perceive and analyze artistic work. - Anchor Standard #8. Interpret intent and meaning in artistic work. - Anchor Standard #9. Apply criteria to evaluate artistic work.	- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. - Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Core Standards Arts

The [National Core Arts Standards](#) for Dance, Media Arts, Music, Theatre and Visual Arts specifies learning “that we want for all our students and help educators throughout the nation work toward common ends by recommending worthy goals for students as they progress—from grade to grade, instructor to instructor, school to school, or community to community—is one of the key reasons for providing arts standards.”

These standards serve as the foundation for the MSDE Fine Art Standards described above and are designed with [Backward Design](#). They keep the end outcomes (grade 12) in mind as they build skills, knowledge, and processes throughout each grade level.

Maryland College and Career Ready (MCCR) Standards

Maryland has standards in every subject taught in schools. These standards, like the Fine Art Standards, are designed to build skills, knowledge, and processes from PreK-12. Finding authentic and meaningful connections between an arts learning activity and other subject areas can deepen student learning in both the arts and the other subject area as well as add dimension to the arts learning experience. These standards are designed to prepare students for life inside and outside the classroom.

Relevant resources:

[MCCR Standards for Mathematics](#)

[MCCR Standards for English Language Arts/Literacy](#)

[MCCR Standards for Disciplinary Literacy](#)

[Maryland’s Environmental Literacy Framework and Standards](#)

[Maryland's Social Studies Standards and Framework](#)

[Next Generation Science Standards](#)

COMPETENCIES

Collaborative for Academic, Social, and Emotional Learning (CASEL) Core Competencies

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Students participating in SEL programs have shown improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school. SEL is an



organic part of effective arts learning. Teaching artists who make SEL an intentional part of their arts learning activities increase the value of their work for students/participants and educators.

Relevant Resources:

[CASEL Core Competencies](#)

[Center for Arts Education and Social Emotional Learning](#)

Maryland Out of School Time (MOST) Competencies

The [MOST Quality Framework](#) is a clear and accessible tool to assist OST (Out of School) programs in the State of Maryland as they serve youth ages 5 to 19. The framework can serve as a guide for program leadership and staff to build or enhance a culture of continuous learning and improvement, focused on effectively serving the young people of our state. The framework is both foundational, setting standards for baseline program quality, and providing a generic framework for all types of programs. Teaching artists may find the MOST Framework school time competencies quite useful in designing and implementing OST programs for youth.