

### The Vermont Grade Expectations v. the National Core Art Standards: How Do They Compare?

*The Vermont Grade Expectations and National Core Arts Standards are designed to serve similar purposes: both provide teachers with a framework for what art education should include in a K-12 setting. But the Grade Expectations, which have been in place since 2004, differ in many ways from the new National Core Arts Standards, which were made available in 2014. Some of these differences are summarized below.*

	2004 VT Arts Grade Expectations (GEs)	2014 National Core Arts Standards (NCAS)
<b>Background</b>	<ul style="list-style-type: none"> <li>- Developed by a team of Vermont educators and arts administrators</li> <li>- Available online in pdf format</li> </ul>	<ul style="list-style-type: none"> <li>- Developed over three years by a national network of thousands of art educators</li> <li>- Backed by national research studies (ex: College Board study of connections between NCAS and the Common Core State Standards)</li> <li>- Standards and related resources are currently available online in a searchable and customizable format</li> </ul>
<b>Philosophical Approach</b>	<ul style="list-style-type: none"> <li>- Framed around four arts disciplines: Dance, Music, Theater, and Visual Arts</li> <li>- Emphasizes technical elements and principles at its core, coupled with art history, criticism, and aesthetics</li> <li>- Transferable skills are present, but are not emphasized</li> <li>- Neither explicitly supports or opposes Media Arts</li> <li>- References creative use of technology in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Framed around four overarching transferable skill-like “Processes”-- Creating, Performing, Responding, and Connecting—and five arts disciplines (Dance, Media Arts, Music, Theater, Visual Arts)</li> <li>- NCAS language emphasizes commonalities across five disciplines while preserving their individual identities</li> <li>- Creative use of technology is explicitly framed throughout</li> <li>- Structure heavily emphasizes proficiency-based learning</li> <li>- Structure and language (i.e. “Anchor Standards”) echoes the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)</li> </ul>
<b>Practical Applications</b>	<ul style="list-style-type: none"> <li>- Pk-8 Discipline standards are divided into 2-grade level blocks, and are highly repetitious across these blocks</li> <li>- Are inconsistently aligned with current trends in Vermont education related to transferable skill development, integration of technology, and proficiency-based learning</li> <li>- No widely-used online resources or regular statewide PD opportunities currently accompany this framework</li> </ul>	<ul style="list-style-type: none"> <li>- Directly aligns with 2014 Vermont Teaching Standards</li> <li>- Reflects current VT emphasis on transferable skill development, integration of technology, and proficiency-based learning</li> <li>- Standards are broken out by single grade level, with significant variation from grade to grade, providing teachers with rich and developmentally appropriate targets for learning</li> <li>- Supports interdisciplinary curriculum development by identifying connections between the Arts and other content areas</li> <li>- Diverse body of supplemental NCAS resources better support local and state level PD efforts, including supports for differentiated instruction, inclusion, and equity of access to the Arts</li> </ul>